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AUTHOR Trani, G. M.
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ABSTRACT

The objectives of this study were to relate the competencies of the Nursing Program at Delaware County Community College to national morbidity statistics and to recommend curriculum changes based on this analysis. Existing terminal objectives of the program and each nursing module were compared with college-wide terminal objectives, overlap was eliminated, and the objectives were restated in competency-based terms. The four nursing modules were then analyzed in terms of the terminal objectives, and detailed competency statements in theoretical and clinical areas were developed. Behavioral objectives, with stated levels of mastery, were provided for each competency. The resulting extensive compilation of competencies and behavioral objectives was compared with the measurable abilities tested in the state board examination and with data on the incidence of diseases and other medical conditions gathered from 1,887 short-term hospitals participating in the 1975 Professional Activities Study. This analysis of curriculum content revealed that diseases of the genito-urinary system, drug addiction, hernias, and appendicitis were not included in any nursing course. Only one aspect of disaster nursing was covered, but overlapping content in Nursing I, II, and III was discovered in several areas. Statistical data from the Professional Activities Study, tables correlating these data with the terminal objectives, and the extensive lists of competencies and behavioral objectives for each nursing module are included in the document. (BB)

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ANALYSIS OF NURSING CURRICULUM

AND

COURSE COMPETENCIES

AIDP

G.M. TRANI

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Natural & Applied Science House
Delaware County Community College
Media, PA 19063

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COMPETENCIES FOR THE NURSING CURRICULUM AND COURSES

OVERVIEW

The objectives of the study were to relate the competencies of Nursing I, II, III and IV to morbidity statistics and to recommend curriculum changes based on the results of the analysis. This study was deemed appropriate since in evaluating a program, the appropriateness in today's society of course competencies is critical. The identification of course competencies in relation to terminal competencies commonly occurring diseases and measurable abilities for which the graduate nurse is held accountable by society are basic to consideration of curriculum and/or course changes.

In identification of competencies for Nursing I, II, III and IV, the following materials were used:

DCCC College Goals - 1978 Revision

Objectives of the DCCC Nursing Program - May 30, 1974 Revision

Nursing I, II, III and IV Modules - 1976

Nursing I, II, III and IV Modules - Revised 1977

Test Plan for State Board Test Pool Examination for Registered Nurse Licensure Adopted by the Committee on Blueprint for Licensing Examinations of the ANA Council of State Boards of Nursing - January 1977

1975 Professional Activity Study (PAS) Published by the Commission on Professional and Hospital Activities (CPHA)

The objectives of the DCCC Nursing Program were last revised May 30, 1974, and are - At the completion of the Nursing Program, the graduate will be able:

1. To function as a competent beginning practitioner of nursing.
2. To be guided by a humanistic philosophy that promotes the respect and acceptance of others.
3. To evaluate the nursing milieu objectively.
4. To make sound judgments and decisions in planning, implementing and evaluating nursing care.
5. To apply principles of the physical, biological, social and behavioral sciences in nursing intervention.
6. To demonstrate his understanding of the psychological and emotional components of illness by therapeutic intervention.
7. To communicate effectively.
8. To function independently within the limits of his preparation, capabilities and responsibilities.
9. To assume responsibility for his actions.
10. To coordinate his activities with other members of the health team in meeting patients' needs.
11. To participate actively in nursing organizations.
12. To assume responsibility for continuing education to keep abreast of current nursing knowledge.

The terminal objectives as listed overlap with certain of the college competencies which are:

1. A graduate of Delaware County Community College can use the basic academic skills (reading, writing, speaking and computations) to deal flexibly with a rapidly changing society.
2. A graduate of Delaware County Community College has an awareness of self (needs, abilities, interests, values) and the relationship of self to others necessary for making value judgments for a satisfying and productive life.
3. A graduate of Delaware County Community College can understand and apply the meaning of career as a whole life endeavor to make career choices appropriate to his/her own needs, abilities, interests, values and education.

4. A graduate of Delaware County Community College has the skill and understanding needed to pursue lifelong learning.
5. A graduate of Delaware County Community College can use the decision-making process to solve problems.
6. A graduate of Delaware County Community College can analyze the impact of arts and humanities on life in order to assess himself and his world from a cultural perspective.
7. A graduate of Delaware County Community College has the knowledge and skill necessary to analyze social and economic systems so that he can function effectively within them.
8. A graduate of Delaware County Community College comprehends the effects of sciences and technology in order to make intelligent judgments about the quality of life.
9. A graduate of Delaware County Community College can satisfy the curriculum competencies in his chosen major.

The second nursing program objective "be guided by a humanistic philosophy that promotes the respect and acceptance of others" is implied in the second college competency which reads, "a graduate of Delaware County Community College has an awareness (needs, abilities, interests, values) and the relationship of self to others necessary for making value judgments for a satisfying and productive life."

The third nursing curriculum objective is included in the seventh college competency which reads, "a graduate of Delaware County Community College has the knowledge and skill necessary to analyze social and economic systems so that he can function effectively in them."

The seventh nursing curriculum objective, "communicate effectively," is encompassed in the first college competency which reads, "a graduate of Delaware County Community College can use the basic academic skills (reading, writing, speaking and computations) to deal flexibly with a rapidly changing society."

The eighth nursing curriculum objective, "function independently within the limits of his preparation, capabilities and responsibilities", is implied by the ninth college competency which reads, "can satisfy the curriculum competencies in his chosen major."

The ninth nursing curriculum objective, "assume responsibility for his actions", is encompassed in the second college competency which reads, "a graduate of Delaware County Community College has an awareness (needs, abilities, interests, values) and the relationship of self to others necessary for making value judgments for a satisfying and productive life."

The tenth and eleventh objectives of the nursing program, "coordinate his activities with other members of the health team in meeting patients' needs; participate actively in nursing organizations," are subsumed by the ninth college competency which reads, "a graduate of Delaware County Community College can satisfy the curriculum competency in his chosen major."

The twelfth nursing program objective is encompassed by the fourth college competency which reads, "a graduate of Delaware County Community College has the skill and understanding needed to pursue lifelong learning."

The terminal objectives for the nursing program restated in competency-based terms including the elimination of overlap with DCCC competencies, might read: After completion of this nursing program, the graduate will:

1. function as a competent beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
2. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.

3. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention.
4. apply principles of the physical, biological, social and behavioral sciences in nursing intervention.
5. perform selected tasks related to patient care including basic and complex nursing skills.
6. provide direction and guidance to other health workers in selected aspects of patient care.
7. maintain adequate, accurate records of patient care rendered.

The objectives for Nursing I, II, III and IV per Fall, 1977 modules are:

Nursing I:

1. Utilizes principles of the physical, biological, social and behavioral sciences to administer basic nursing care.
2. Begins to demonstrate skill in meeting the basic needs of patients.
3. Begins to demonstrate the ability to report and record observations accurately.
4. Describes the psychological or emotional reaction concomitant with physical illness.
5. Evaluates his performance orally and in writing.
6. Uses safety measures for the protection of patients, staff and self.
7. Begins to communicate effectively orally, nonverbally, and in writing.

Nursing II:

1. Utilizes principles of the physical, biological, social and behavioral sciences to plan and implement nursing care.
2. Reports and records observations accurately.
3. Utilizes problem-solving techniques.
4. Contributes as a member of the health team to meet the needs of patients.
5. Demonstrates the ability to utilize therapeutic techniques in his interpersonal relationships.
6. Utilizes principles of teaching in meeting needs of patients.

7. Evaluates his performance orally and in writing.
8. Uses safety measures for the protection of patients, staff and self.
9. Communicates effectively orally, nonverbally and in writing.

Nursing III:

1. Identifies physiological and behavioral deviations in infants, children, adolescents and adults.
2. Demonstrates how illness influences the correlation between stages of development and behavior.
3. Evaluates the process of his interaction with and his reaction to individuals and groups.
4. Uses interviewing techniques to measure the impact of physiological and behavioral deviations on the family.
5. Contributes to and applies recommendations of the health team in the hospital, clinic and community.
6. Utilizes his knowledge of the purposes and functions of agencies to help meet the needs of the family unit.
7. Identifies nursing problems of obstetric and pediatric patients.
8. Applies the problem-solving approach to the nursing care of obstetric and pediatric patients.
9. Applies principles of teaching and learning in the clinical laboratory and in the classroom.
10. Evaluates his performance and knowledge.

Nursing IV:

1. Identifies the pathophysiology, the objectives, and the scientific basis of common modalities of treatment of patients with specific medical and surgical problems.
2. Describes signs and symptoms indicative of success or failure of the therapeutic regimen.
3. Applies the scientific method of solving problems.
4. Reports pertinent observations and relevant data to appropriate members of the health team.

5. Coordinates his activities with the health team in planning and administering nursing care to patients in varying stages of illness.
6. Recognizes the emotional component of illness and intervenes therapeutically.
7. Utilizes the principles of teaching and learning to foster the involvement of the hospitalized and home care patient and his family in the therapeutic program.
8. Recognizes his capabilities and limitations and assumes responsibility for his own actions.

Based upon the listed objectives and an analysis of the modules currently being used, the competencies implied for the theoretical portion of the Nursing I course are:

1. Identify at a level of 80% mastery the three fundamental concepts (interpersonal relationships in nursing; the nursing process and law and its relationship to nursing) as these influence nursing practice.
2. Identify at a level of 80 % mastery the health maintenance needs of holistic man as these impact on nursing.
3. Identify at a level of 80% mastery the concepts of homeostasis and adaptation as these effect variations in the health continuum for individuals in each of the eight stages in the life cycle of man and the nursing plan.
4. Identify at a level of 80% mastery the physiological needs (rest/ activity; cardiovascular integrity; and need for elimination) of holistic man as these relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery the physiological and psychological behavior alterations that occur pre- and post-operatively to individuals undergoing surgery as these relate to the nursing process and plan of care.
6. Identify with 100% mastery the maximum and minimum dosage, route of administration, effects of drug locally and systemically, contraindications and side effects of major therapeutic pharmacological agents commonly administered, as these relate to the nursing plan of care.

The clinical laboratory competencies implied are:

1. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
2. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.
4. complete satisfactorily the following nursing skills based on "Performance Practicum" lists by:

- A. taking the temperature
- B. counting the pulse (radial)
- C. taking the respiration
- D. taking the blood pressure
- E. counting the pulse (apical/radial)
- F. making an occupied bed
- G. making an unoccupied bed
- H. completing a bed bath for an assigned patient
- I. completing oral care for an assigned patient
- J. providing denture care for an assigned patient
- K. assisting an assigned patient in placement of a bedpan and a urinal
- L. moving a helpless patient in bed
- M. transferring a patient from bed to stretches
- N. transferring a patient from bed to wheelchair
- O. applying hot and cold applications
- P. applying an ice bag
- Q. completing a nutritional survey for an assigned patient
- R. completing an intake-output record
- S. completing a nasogastric tube irrigation
- T. inserting a rectal tube
- U. administering an enema
- V. inserting a urinary catheter
- W. irrigating a foley catheter
- X. testing for ketone bodies in the urine
- Y. testing for sugar in the urine
- Z. completing a surgical scrub
- AA. donning a sterile gown using a self-gowning technique
- BB. donning sterile gloves using a self-gloving technique
- CC. changing surgical dressings using sterile technique
- DD. administering medications to assigned patients:

1. topically
2. orally
3. by instillation of drops
4. by subcutaneous injection
5. by intramuscular injection
6. by intradermal injection

Based upon the listed objectives and an analysis of the modules currently being used, the competencies implied for the theoretical portion of the Nursing II course are:

1. Identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.
2. Identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.
3. Identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.
4. Identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus; thyroid gland dysfunction and relates to the nursing process and nursing care.
5. Identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fractures, amputations or arthritis, and relates to the nursing process and plan of care.

The clinical laboratory competencies implied are the nursing student can:

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells, (i.e., coronary artery disease, congestive heart failure and cardiac arrhythmias).
2. Implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).

4. Implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. Implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).
8. Implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integration due to lack of locomotion (i.e., fractures, amputation or arthritis).
10. Implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).
11. complete satisfactorily the following nursing skills:
 - A. completing catheterization practicum
 - B. completing a therapeutic diet survey
 - C. demonstrate competence in participating in cardiopulmonary resuscitation techniques
 - D. administering a gavage feeding
 - E. providing oxygen by use of:
 1. nasal catheter
 2. oxygen tent
 3. cannula and mask
 - F. positioning patient for postural drainage
 - G. demonstrating crutch walking
 - H. placing a patient on a circulo-lectric bed

Based upon the listed objectives and on analysis of the modules currently being used, the competencies implied for the theoretical portion of the Nursing III course are:

1. Interpret at a level of 80% mastery the conceptual basis for maternity care as this relates to the nursing process and plan of care.
 2. Identify at a level of mastery the relationship of theories of development, theories of family structures, and the developmental assessment of the infant, toddler, preschooler, school-aged child and the adolescent to the nursing process and plan of care.
 3. Identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.
 4. Summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.
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5. Identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.
 6. Identify at a level of 80% mastery how the concept of family-centered maternity care during the process of labor and delivery relates to the nursing process and plan of care.
 7. Identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
 8. Identify at a level of 80% mastery how the needs of the mother during the postpartal period of pregnancy relate to the nursing process and plan of care.
 9. Identify at a level of 80% mastery how the needs of children with long-term illness impact on the nursing process and plan of care.
 10. Assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.
 11. Identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.

The clinical laboratory competencies implied are:

1. Demonstrate understanding of theories of development by assessing at a level of 80% correct the developmental level of infants, toddlers, preschoolers, school-aged children, and adolescent patients assigned.
2. Demonstrate understanding of how infants, toddlers, preschoolers, school-aged children, and adolescents cope with stress situations by assessing at a level of 80% accuracy stressors affecting assigned patients.
3. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
4. Implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
5. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.

6. Implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
7. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
8. Implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
9. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.

10. Implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
12. Implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
13. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children experiencing long-term illness.

14. Implement the plan of care for assigned patients experiencing long term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
15. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
16. Implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
17. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
18. Implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
19. Complete satisfactorily the following nursing skills:
 - A. assessing the stage of development of an assigned patient
 - B. checking fetal heart tones
 - C. measuring the frequency, intensity and duration of uterine contractions
 - D. applying a breast binder
 - E. applying a "T" binder
 - F. collecting a sterile urine specimen
 - G. providing umbilical cord care to neonate
 - H. giving crêpe eye care to neonate
 - I. caring for an infant in an isolette
 - J. administering medications to an infant
 - K. assessing the reflexes of a newborn
 - L. restraining a child with a "mummy" restraint
 - M. expressing mother's milk with a breast pump
 - N. using the Kreiselman infant resuscitator
 - O. weighing a newborn (metric measure)
 - P. participate as a "labor coach"

Based upon the listed objectives and an analysis of the modules currently being used, the competencies implied for the theoretical portion of the Nursing IV course are:

1. Identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).

2. Identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.
3. Identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.
4. Identify at a level of 80% mastery how severe oxygen deprivation resulting from cancer of the larynx and from chest trauma relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury) relate to the nursing process and plan of care.
6. Identify at a level of 80% mastery how sensory deprivation resulting from impaired vision or a hearing deficit relate to the nursing process and plan of care.

The clinical laboratory competencies implied are:

1. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
2. Implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
3. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
4. Implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. Develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. Implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).

7. Develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
8. Implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
9. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
10. Implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. Develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma or a hearing deficit).
12. Implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
13. Complete satisfactorily the following nursing skills:
 - A. administer peritoneal dialysis
 - B. instruct patient regarding mastectomy exercises
 - C. demonstrate the use of a breast prosthesis
 - D. irrigate a colostomy
 - E. administer tracheostomy care
 - F. demonstrate the use of the Snellen's chart
 - G. monitor central venous pressure
 - H. maintain water seal drainage

Related competencies of Nursing I, II, III and IV lead to the achievement of the terminal competencies of the nursing program. These are:

After completion of this nursing program, the graduate will:

CURRICULUM
COMPETENCY

- I. function as a competent beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.

A. NURSING I

1. Identify at a level of 80% mastery the three fundamental concepts (interpersonal relationships in nursing; the nursing process and law and its relationship to nursing) as these influence nursing practice.
2. Identify at a level of 80% mastery the health maintenance needs of holistic man as these impact on nursing.
3. Identify at a level of 80% mastery the concepts of homeostasis and adaptation as these effect variations in the health continuum for individuals in each of the eight stages in the life cycle of man and the nursing plan.

B. NURSING II

1. Identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.
2. Identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.
3. Identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.
4. Identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus; thyroid gland dysfunction and relates to the nursing process and nursing care.

5. Identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fractures, amputations or arthritis, and relates to the nursing process and plan of care.

C. NURSING III

1. Identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.
2. Summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.
3. Identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.
4. Identify at a level of 80% mastery how the concept of family-centered maternity care during the process of labor and delivery relates to the nursing process and plan of care.
5. Identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
6. Identify at a level of 80% mastery how the needs of the mother during the postpartal period of pregnancy relate to the nursing process and plan of care.
7. Identify at a level of 80% mastery how the needs of children with long-term illness impact on the nursing process and plan of care.
8. Assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.
9. Identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.

D. NURSING IV

1. Identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).

2. Identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.
3. Identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.
4. Identify at a level of 80% mastery how severe oxygen deprivation resulting from cancer of the larynx and from chest trauma relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury) relate to the nursing process and plan of care.
6. Identify at a level of 80% mastery how sensory deprivation resulting from impaired vision or a hearing deficit relate to the nursing process and plan of care.

**CURRICULUM
COMPETENCY**

- II. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.

A. NURSING I

1. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
2. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.

B. NURSING II

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells (i.e., coronary artery disease, congestive heart failure and cardiac arrhythmias).
2. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).

3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
4. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).
8. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integrations due to lack of locomotion (i.e., fractures, amputation or arthritis).
10. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).

C. NURSING III

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
2. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.

4. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
6. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
8. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
10. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children experiencing long-term illness.
12. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
13. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
14. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
15. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
16. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

D. NURSING IV

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
2. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
8. implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
10. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).

11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma or a hearing deficit).
12. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).

CURRICULUM
COMPETENCY

- III. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention.

A. NURSING I

1. identify at a level of 80% mastery the concepts of homeostasis and adaptation as these effect variations in the health continuum for individuals in each of the eight stages in the life cycle of man and the nursing plan.
2. identify at a level of 80% mastery the physiological needs (rest/activity; cardiovascular integrity; and need for elimination) of holistic man as these relate to the nursing process and plan of care.
3. identify at a level of 80% mastery the physiological and psychological behavior alterations that occur pre- and post-operatively to individuals undergoing surgery as these relate to the nursing process and plan of care.
4. identify with 100% mastery the maximum and minimum dosage, route of administration, effects of drug locally and systemically, contraindications and side effects of major therapeutic pharmacological agents commonly administered as these relate to the nursing plan of care.
5. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
6. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.

7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.

B. NURSING II

1. identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.

2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells (i.e.; coronary artery disease, congestive heart failure and cardiac arrhythmias).
3. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
4. identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
6. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary)
7. identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.
8. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
9. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
10. identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus; thyroid gland dysfunction and relates to the nursing process and nursing care.
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).

12. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
13. identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fractures, amputations or arthritis, and relates to the nursing process and plan of care.
14. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integrations due to lack of locomotion (i.e., fractures, amputations or arthritis).
15. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).

C. NURSING III

1. identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.
 2. demonstrate understanding of how infants, toddlers, preschoolers, school-aged children, and adolescents cope with stress situations by assessing at a level of 80% accuracy stressors affecting assigned patients.
 3. summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.
 4. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
 5. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
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6. identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.
 7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.

8. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
9. identify at a level of 80% mastery how the concept of family-centered maternity care during the process of labor and delivery relates to the nursing process and plan of care.
10. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
11. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
12. identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
13. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
14. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
15. identify at a level of 80% mastery how the needs of the mother during the postpartal period of pregnancy relate to the nursing process and plan of care.
16. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
17. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
18. identify at a level of 80% mastery how the needs of children with long-term illness impact on the nursing process and plan of care.

20. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
21. assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.
22. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
23. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
24. identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.
25. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
26. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

D. NURSING IV

1. identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e.; schizophrenia, major affective disorders and neuroses).
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
3. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
4. identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.

6. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
7. identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.
8. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
9. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).
10. identify at a level of 80% mastery how severe oxygen deprivation resulting from cancer of the larynx and from chest trauma relate to the nursing process and plan of care.
11. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
12. implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
13. identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury) relate to the nursing process and plan of care.
14. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e. epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
15. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).

18. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).

CURRICULUM
COMPETENCY

- IV. apply principles of the physical, biological, social and behavioral sciences in nursing intervention.

A. NURSING I

1. identify at a level of 80% mastery the health maintenance needs of holistic man as these impact on nursing.
2. identify at a level of 80% mastery the concepts of homeostasis and adaptation as these effect variations in the health continuum for individuals in each of the eight stages in the life cycle of man and the nursing plan.
3. identify at a level of 80% mastery the physiological needs (rest/activity; cardiovascular integrity; and need for elimination) of holistic man as these relate to the nursing process and plan of care.
4. identify at a level of 80% mastery the physiological and psychological behavior alterations that occur pre- and post-operatively to individuals undergoing surgery as these relate to the nursing process and plan of care.
5. identify with 100% mastery the maximum and minimum dosage, route of administration, effects of drug locally and systemically, contraindications and side effects of major therapeutic pharmacological agents commonly administered, as these relate to the nursing plan of care.
6. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
7. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
8. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.

B. NURSING II

2. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
4. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).
8. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integrations due to lack of locomotion (i.e., fractures, amputation or arthritis).
10. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).

C. NURSING III

1. demonstrate understanding of theories of development by assessing

3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
4. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.
6. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
8. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
10. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
12. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
13. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children experiencing long-term illness.
14. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).

16. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
17. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
18. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

D. NURSING IV

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
2. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
8. implement the plan of care for assigned patients experiencing

9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
10. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma or a hearing deficit).
12. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).

CURRICULUM
COMPETENCY

- V. perform selected tasks related to patient care including basic and complex nursing skills.

A. NURSING I

complete satisfactorily the following nursing skills based on "Performance Practicum" lists by:

1. taking the temperature
2. counting the pulse (radial)
3. taking the respiration
4. taking the blood pressure
5. counting the pulse (apical/radial)
6. making an occupied bed
7. making an unoccupied bed
8. completing a bed bath for an assigned patient
9. completing oral care for an assigned patient
10. providing denture care for an assigned patient
11. assisting an assigned patient in placement of a bedpan and a urinal
12. moving a helpless patient in bed
13. transferring a patient from bed to stretcher
14. transferring a patient from bed to wheelchair
15. applying hot and cold applications
16. applying an ice bag
17. completing a nutritional survey for an assigned patient
18. completing an intake-output record
19. completing a nasogastric tube irrigation
20. inserting a rectal tube
21. administering an enema

26. completing a surgical scrub
27. donning a sterile gown using a self-gowning technique
28. donning sterile gloves using a self-gloving technique
29. changing surgical dressings using sterile technique
30. administering medications to assigned patients:
 - a. topically
 - b. orally
 - c. by installation of drops
 - d. by subcutaneous injection
 - e. by intramuscular injection
 - f. by intradermal injection

B. NURSING II

complete satisfactorily the following nursing skills:

1. completing catheterization practicum
2. completing a therapeutic diet survey
3. demonstrate competence in participating in cardiopulmonary resuscitation techniques
4. administering a gavage feeding
5. providing oxygen by use of:
 - a. nasal catheter
 - b. oxygen tent
 - c. cannula and mask
6. positioning patient for postural drainage
7. demonstrating crutch-walking
8. placing a patient on a circ-O-lectric bed

C. NURSING III

complete satisfactorily the following nursing skills:

1. assessing the stage of development of an assigned patient
2. checking fetal heart tones
3. measuring the frequency, intensity and duration of uterine contractions
4. applying a breast binder
5. applying a "T" binder
6. collecting a sterile urine specimen
7. providing umbilical cord care to neonate
8. giving crêpe eye care to neonate
9. caring for an infant in an isolette
10. administering medications to an infant
11. assessing the reflexes of a newborn
12. restraining a child with a "mummy" restraint
13. expressing mother's milk with a breast pump
14. using the Kreiselman infant resuscitator

D. NURSING IV

complete satisfactorily the following nursing skills:

1. administer peritoneal dialysis
2. instruct patient regarding post-mastectomy exercises
3. demonstrate the use of a breast prosthesis
4. irrigate a colostomy
5. administer tracheostomy care
6. demonstrate the use of the Snellen's Chart
7. monitor central venous pressure
8. maintain water seal drainage

CURRICULUM
COMPETENCY

VI. provide direction and guidance to other health workers in selected aspects of patient care.

A. NURSING I

1. identify at a level of 80% mastery the three fundamental concepts (interpersonal relationships in nursing; the nursing process and law and its relationship to nursing) as these influence nursing practice.

B. NURSING III

1. participate as a "labor coach".

C. NURSING IV

1. instruct patient regarding post-mastectomy exercises.
2. demonstrate the use of a breast prosthesis

CURRICULUM
COMPETENCY

VII. maintain adequate, accurate records of patient care rendered.

A. NURSING I

1. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
2. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.

B. NURSING II

2. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
4. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).
8. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integrations due to lack of locomotion (i.e., fractures, amputations or arthritis).
10. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).

C. NURSING III

1. demonstrate understanding of theories of development by assessing at a level of 80% correct the developmental level of infants, toddlers, preschoolers, school-aged children, and

2. demonstrate understanding of how infants, toddlers, preschoolers, school-aged children, and adolescents cope with stress situations by assessing at a level of 80% accuracy stressors affecting assigned patients.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
4. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.
6. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
8. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
10. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
12. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
13. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children experiencing long-term illness.

14. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
15. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
16. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
17. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
18. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

D. NURSING IV

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
2. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective

8. implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
10. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma or a hearing deficit).
12. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).

The terminal competencies of the nursing curriculum are contrasted to the measurable abilities tested on the State Board Test Pool Examination for Registered Nurse Licensure. The terminal competencies as identified for the nursing curriculum read:

1. function as a competent beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
2. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.
3. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention.
4. apply principles of the physical, biological, social and behavioral sciences in nursing intervention.
5. perform selected tasks related to patient care including basic and complex nursing skills.
6. provide direction and guidance to other health workers in selected aspects of patient care.

The measurable abilities tested on the State Board Test Pool Examination for Registered Nurse Licensure (Appendix A) are:

1. understands the registered nurse's accountability for practice.
2. understands principles and knows facts of the natural and biological sciences that are applicable to nursing practice and basic to plans for care.
3. recognizes physical health and understands physical needs throughout the life cycle.
4. understands principles and knows facts of the social and behavioral sciences that are applicable to nursing practice and basic to plans for care. (Exclusive of the abilities included in Categories V and VI).
5. recognizes mental and emotional health and understands emotional needs through the life cycle.
6. understands effective human relations; knows what verbal and nonverbal measures are likely to be helpful to persons under stress, or with specific mental or emotional problems, and is able to use the measures or assist in their use.
7. knows causes, modes of transfer, and incidence of diseases and abnormal conditions and understands methods for their prevention and control.
8. knows manifestations of diseases and abnormal conditions, with major emphasis upon those which are common.
9. understands theory of nursing and medical care.
10. understands what nursing measures are safe and effective and knows how to carry out or assist with commonly used procedures. (Exclusive of the abilities included in Category VI).

The related terminal competencies, as identified for the nursing curriculum to each of the measurable abilities listed, would be:

Measurable Ability

Terminal Competency

- | | |
|-------------------------------------------------------------------|----------------------------------------------------------------------|
| 1. understands the registered nurse's accountability for practice | 1. function as a competent beginning practitioner of nursing for the |
|-------------------------------------------------------------------|----------------------------------------------------------------------|

- B. ethical responsibilities
 - C. legal aspects
 - D. principles of cooperative action and communication
 - E. factors important for professional growth
 - 1. roles and characteristics of nursing organizations
 - 2. authoritative sources of information
 - 3. trends in nursing and related fields
 - F. administrative lines
2. understands principles and known facts of the natural and biological sciences that are applicable to nursing practice and basic to plans for care.
 - A. chemistry and physics
 - B. anatomy and physiology
 - C. microbiology
 - D. nutrition
 3. recognize physical health and understands physical needs throughout the life cycle.
 - A. normal physical development
 - B. signs of deviations within normal physical health, as differentiated from abnormal.
 - C. physical needs
 - D. nutritional needs
 - E. environmental needs
 4. understands principles and knows facts of the social and behavioral sciences that are applicable to nursing practice and basic to plans for care. (Exclusive of the abilities included in Categories V and VI).
 - A. psychology
 - B. sociology
2. maintain adequate, accurate records of patient care rendered.
 3. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention.
 4. apply principles of physical, biological, social and behavioral sciences in nursing intervention.
 3. demonstrates an understanding of the physiological and psychological components of illness by therapeutic intervention.
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 3. demonstrates an understanding of the physiological and psychological components of illness by therapeutic intervention.
 4. apply principles of physical, biological, social and behavioral sciences in nursing intervention.

- B. signs of deviations within emotional and mental health and of normal adjustment to stress and anxiety, as differentiated from abnormal.
 - C. mental and emotional needs
 - D. behavior in terms of needs; value and effects of self-directed actions; steps toward or away from emotional health; defenses and interpersonal dynamics
 - E. effects of interpersonal or other influences and climates on emotional health.
6. understands effective human relations; knows what verbal and non-verbal measures are likely to be helpful to persons under stress, or with specific mental or emotional problems, and is able to use the measures or assist in their use.
- A. approaches that foster emotional maturation or promote emotional well-being.
 - B. teaching, motivating, or orienting patients or others.
 - C. consideration of inherent human rights and of ideas, beliefs and customs.
 - D. useful verbal responses to meet specific emotional needs of patients or others.
 - E. measures, such as nonverbal responses or referrals to meet mental or emotional needs.
 - F. priorities in needs of a patient with emotional problems, in terms of choices of care.
3. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention
4. apply principles of the physical, biological, social and behavioral sciences in nursing intervention.
1. function as a competent, beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
3. demonstrates an understanding of the physiological and psychological components of illness by therapeutic intervention.
4. apply principles of the physical, biological, social and behavioral sciences in nursing intervention.
6. provide direction and guidance to other health workers in selected aspects of patient care.

- B. transmission of diseases
 - C. incidence and relative importance of diseases and health problems.
 - D. prevention and control of communicable diseases.
 - E. prevention and control of noncommunicable diseases and conditions.
 - F. roles and characteristics of organizations and agencies concerned with prevention and control of major health problems and maintenance and improvement of physical and mental health.
8. knows manifestations of diseases and abnormal conditions, with major emphasis upon those which are common.
- A. symptoms and course of physical and mental diseases and abnormal conditions.
 - B. pathology and its relationship to symptoms and progress.
 - C. prognosis, including knowledge of reasonable goals for patients.
 - D. complications and sequelae.
9. understands theory of nursing and medical care.
- A. purposes and effects of measures used: preventive, diagnostic, therapeutic (including diet, drug and other therapies), supportive and rehabilitative.
 - B. dangers and toxic or untoward effects of measures used.
2. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.
4. applies principles of the physical, biological, social and behavioral sciences in nursing intervention.
5. perform selected tasks related to patient care including basic and complex nursing skills.
3. demonstrates an understanding of the physiological and psychological components of illness by therapeutic intervention.
1. functions as a competent, beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
2. utilize the components of the nursing process (i.e., assess,

10. understands what nursing measures are safe and effective and knows how to carry out or assist with commonly used procedures. (Exclusive of the abilities included in Category VI).
 - A. assessment of patient needs as a basis for selection of specific measures of care.
 - B. evaluation of nursing procedure.
 - C. planning for, implementation of, assistance with: preventive, diagnostic, therapeutic, supportive, and rehabilitative measures.
 - D. reporting and recording
 - E. evaluation of priority of patients' needs based upon possible choices of nursing care.
1. functions as a competent, beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
2. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.
5. perform selected tasks related to patient care including basic and complex nursing skills.
7. maintain adequate, accurate records of patient care rendered.

This comparison demonstrates that the competencies identified for the nursing program closely correlated with the measurable abilities tested on the State Board Test Pool Examination for Registered Nurse Licensure.

To identify possible overlap and omission of course competencies, the competencies identified for Nursing I, II, III, and IV will be compared with the objectives.

Based upon the behavioral objectives of those nursing modules on file in the State Board of Nurse Examiners, the implied competency and the behavioral objectives contributing to the attainment of the competency are for:

I. NURSING I

A. identify at a level of 80% mastery the legal responsibilities specific to the role of the graduate registered nurse.

1. describe the function of the:
 - a) State Board of Nurse Examiners
 - b) National League for Nursing
2. identify one criteria for membership in the American Nurses' Association.
3. identify one membership characteristic particular to the National League for Nursing.
4. list one governing characteristic particular to the National Student Nurses' Association.
5. contrast mandatory vs. permissive licensure.
6. define "tort" as it relates to nursing practice.
7. identify the difference between "assault" and "battery" as it relates to nursing practice.
8. distinguish between "negligence" and "prudent judgment" as it relates to nursing practice.
9. distinguish between civil law, common law and criminal law.
10. distinguish between "libel" and "slander" as it applies to nursing practice.
11. describe "liability" as it pertains to nursing practice.
12. recognize, in given situations, when an act can be interpreted as malpractice.
13. cite your knowledge of responsibility in relation to legal records.
14. relate the term "ethics" to nursing practice.
15. define the words listed in the vocabulary.

assault	libel
battery	malpractice
common law	mandatory nurse practice act
constitutional law	misdemeanor
defendant	negligence
ethics	permissive nurse practice act
felony	plaintiff
Good Samaritan Law	privilege
invasion of privacy	slander
law	statutory law
lawsuit	tort
liable	will

B. identify at a level of 80% mastery how the concept "interpersonal relationships in nursing" influences nursing practice.

1. distinguish between physical and psychosocial needs.

3. identify the following psychological responses to illness:
 - a. anxiety
 - b. fright
 - c. crying
 - d. depression
4. identify the eight major stages in the life cycle of man, according to Erickson:
 - a. infancy
 - b. early childhood
 - c. play age
 - d. school age
 - e. adolescence
 - f. young adulthood
 - g. adulthood
 - h. senescence
5. define the term "hierarchy"
6. identify Maslow's hierarchy of needs:
 - a. physiological
 - b. safety
 - c. love
 - d. self-esteem
 - e. self-realization
7. relate the developmental processes in the stages of growth to one's concept of illness:
 - a. adolescence
 - b. young adult
 - c. adult
 - d. senescence
8. cite the basis of S. Freud's developmental theory.
9. identify the Freudian theory of human developmental maturation:
 - a. infancy
 - b. toddler
 - c. early childhood
 - d. middle childhood
 - e. adolescence
10. cite the basis of H. Sullivan's theory of human developmental maturation.
11. identify the H. Sullivan theory of human developmental maturation:
 - a. infancy
 - b. toddler
 - c. early childhood
 - d. middle childhood
 - e. adolescence
12. list the three most common religions in the United States.
13. define the words listed in the vocabulary:

a. abnormal	k. frustration	u. repression
b. adaptive behavior	l. isolation	v. respect
c. affection	m. learning	w. self-image
d. aggression	n. physiological	x. senescence
e. anger	o. projection	y. sublimation
f. communication	p. psychology	z. substitution
g. culture	q. psychosocial	aa. suppression
h. denial	r. relationship	bb. therapeutic
i. depression	s. rationalization	cc. withdrawal
j. displacement	t. regression	

C. identify at a level of 80% mastery the concepts of homeostasis, deviations from normal and adaptation as these effect variations in the health continuum for individuals:

1. cite the concepts pertinent to the definition of health.
2. identify the features specific to the term "homeostasis".
3. cite the function of organisms demonstrating "homeostasis".
4. identify structures responsible for the maintenance of "homeostasis".
5. cite the classification of disease by external causative agents.
6. cite the classification of disease by internal causative agents.
7. identify five (5) external body defenses against disease:
 - a. the skin
 - b. the mucous membranes
 - c. reflexes
 - d. structured protection
 - e. autonomic nervous system
8. identify three (3) internal body defenses against disease:
 - a. the kidneys
 - b. the blood and lymph
 - c. antigen-antibody formation
9. indicate the physiological effects of trauma on the body.
10. interpret the General Adaptation Response.
11. identify the neuromuscular influence to the General Adaptation Response.
12. identify the neuroendocrine influence to the General Adaptation Response.
 - a. sympathoadrenal
 - b. posterior pituitary
13. enumerate on Selye's theory of stress as it relates to trauma.
14. identify the cumulative effects of trauma on body cells.
15. identify the cumulative effects of trauma on body tissues.
16. recognize nursing implications for care of patients who have sustained an injury.
17. identify five (5) types of trauma that may be responsible for causing a disease process:
 - a. cold
 - b. heat
 - c. wounds
 - d. fractures
 - e. radiation
18. identify a general characteristic of all infections.
19. recognize the difference between host, agent and environmental relationships that effect the development of infections.
20. distinguish between the three stages of infections: incubation, prodromal and illness.
21. distinguish between active and passive immunity.
22. distinguish between a cyst and a tumor.
23. distinguish between benign and malignant tumors.
24. identify one disease process produced by an abnormal chromosomal disorder.
25. identify one disorder produced by a defective gene.
26. distinguish between homozygous and heterozygous.
27. cite two (2) nutritional disorders responsible for demonstration

30. distinguish between the functions of the various cellular elements during the inflammatory process:
 - a. neutrophils
 - b. macrophages
 - c. lymphocytes
31. distinguish between the characteristic types of exudates:
 - a. purulent
 - b. serous
 - c. fibrinous
 - d. hemorrhagic
 - e. catarrhal
32. distinguish between anabolism and catabolism.
33. distinguish between enzymes and hormones.
34. identify the following five (5) physical reactions to illness:
 - a. pain
 - b. fever
 - c. hemorrhage and shock
 - d. edema and dehydration
 - e. malaise
35. list the normal distribution of body fluids.
36. identify electrolyte distribution and function in the body fluids.
37. recognize the components of renocardiovascular influence in the control of fluid balance.
38. identify the endocrine influence in the control of fluid balance:
 - a. adrenal
 - b. pituitary
 - c. thyroid
 - d. parathyroid
39. distinguish between respiratory and metabolic acidosis.
40. distinguish between respiratory and metabolic alkalosis.
41. recognize the clinical manifestations of tissue necrosis.
42. identify the body's response to a sudden loss of blood.
43. identify the body's response to an obstruction.
44. identify two (2) health organizations in the U.S. whose purpose is to provide health care.
45. define the words listed in the vocabulary:

a. abnormal	n. disease
b. acidosis	o. electrolyte
c. adaptation	p. enzyme
d. agency	q. fear
e. agent	r. gene
f. alkalosis	s. health
g. anxiety	t. homeostasis
h. benign	u. hormone
i. chromosome	v. host
j. collaborative	w. illness
k. consumer	x. immunity

- | | |
|-----------------|--------------|
| aa. influence | ff. response |
| bb. legislation | gg. stress |
| cc. malignant | hh. trauma |
| dd. metabolic | ii. trends |
| ee. respiratory | jj. wellness |

46. complete supplementary learning situations:

- a. identify the two types of responses to pain and explain each.
- b. explain the concept of a pain "threshold".
- c. identify four (4) physiological and four (4) psychological independent nursing measures to aid in the relief of pain.
- d. identify and discuss the four types of shock and the nursing implications for each.
- e. list the five levels of consciousness and indicate a clinical sign for each.
- f. distinguish between endotoxins and exotoxins.
- g. list three commonly used chemotherapeutic agents.
- h. list the nursing implications for caring for a patient undergoing radiation therapy.
- i. describe the physiological processes involved in the inflammatory process.
- j. develop a chart comparing the electrolyte composition of intravascular, interstitial and intracellular fluid.
- k. describe the clinical picture of a patient with respiratory acidosis as compared to metabolic acidosis.
- l. describe the clinical picture of a patient with respiratory alkalosis as compared to metabolic alkalosis.
- m. explain the "self-sealing mechanism" that refers to conditions of hemorrhage.
- n. list four modes of treatment for an obstruction.

D. identify at a level of 80% mastery the relationship of human needs and the nursing process and plan of care.

1. list six covert patient care needs.
2. list six overt patient care needs.
3. distinguish between a nursing diagnosis and a medical diagnosis.
4. distinguish between a diagnostic symptom and a diagnostic sign.
5. distinguish between an independent nursing action versus a dependent nursing action.
6. identify the medical plan of care.
7. identify the four methods of assessment: inspection, palpation, percussion and auscultation.
8. distinguish between palliative and curative surgery.
9. distinguish between reconstructive and constructive surgery.
10. identify the usual indications for surgery for the following age groups:
 - a. adolescence

11. describe the concept "emotional neutrality" as it applied to health professionals?
12. identify the role of rehabilitation in the medical plan of care.
13. distinguish between occupational and diversional rehabilitative therapy.
14. relate the nursing process to the scientific approach to problem-solving.
15. define the words as indicated in the vocabulary list:

a. anxiety	j. medical diagnosis	s. planning
b. assessment	k. nursing action	t. problem
c. basic need	l. nursing care plan	u. priority
d. covert	m. nursing diagnosis	v. rapport
e. evaluation	n. nursing history	w. scientific
f. hierarchy	o. nursing process	x. sign
g. homeostasis	p. objective symptom	y. stressor
h. implementation	q. occult	z. subjective symptom
i. interpersonal	r. overt	aa. therapeutic
		bb. tolerance

E. Identify at a level of 80% mastery the physiological and social variables affecting behavior in health and illness for various age groups:

1. distinguish between cultural and social influences to aging.
2. identify emotional responses to aging.
3. identify one long-term "chronic" illness.
4. list two characteristics that contribute to the term "chronic-illness".
5. site one attitude of Western society toward the elderly.
6. list one physiologic change, for each of the following systems, that results from the aging process:
 - a. cardiovascular
 - b. digestive
 - c. musculoskeletal
 - d. respiratory
 - e. excretory
7. identify three (3) normal functions of proteins.
8. identify three (3) normal functions of carbohydrates.
9. identify three (3) normal functions of lipids.
10. list the four fat-soluble vitamins.
11. list four water-soluble vitamins.
12. identify one nutritional protein need specific to the aged.
13. identify one nutritional carbohydrate need specific to the aged.
14. identify one nutritional lipid need specific to the aged.
15. distinguish between calcium, phosphorous, and magnesium.
16. identify three characteristics to be observed when assessing skin condition.
17. describe two (2) objectives that can be achieved when administering a bed bath.
18. list one criteria for optimum oral hygiene for hospitalized patients

21. define words as indicated in the vocabulary list:

- | | |
|-------------------------|----------------|
| a. adjustment | k. empathy |
| b. anorexia | l. geriatrics |
| c. basal metabolic rate | m. gerontology |
| d. cachexia | n. hygiene |
| e. calories | o. prognosis |
| f. chronic illness | p. regression |
| g. convalescence | q. senescence |
| h. communication | r. senile |
| i. dependency | s. therapeutic |
| j. disoriented | |

Abbreviations

ad. lib.
C.B.C.
F.B.S.
O.O.B.
P.R.N.
Q.I.D.
Stat.

22. complete the following:

- list an individual's changing needs during the life cycle with particular emphasis on those needs during old age.
- identify five (5) psychosocial factors that influence a person's eating habits.
- define: hunger, appetite.
- cite the nutrients that make up a balanced diet and list the function of each.
- list criteria for nursing diagnosis of malnutrition and obesity.

F. identify at a level of 80% mastery the physiological need for rest and activity as these relate to the nursing process and plan of care.

1. identify nine (9) specific joint motions that can be used for range of motion exercises:

- | | | |
|--------------|----------------------|-------------------|
| a. flexion | d. abduction | g. hyperextension |
| b. extension | e. internal rotation | h. pronation |
| c. adduction | f. external rotation | i. supination |

2. identify a musculoskeletal condition that would warrant each of the following range of motion exercises:

- | | |
|--------------|-------------------|
| a. eversion | c. extension |
| b. abduction | d. dorsal flexion |

3. identify eight (8) common body positions:

- | | |
|--------------------------|------------------|
| a. Fowler's | e. Semi-Fowler's |
| b. Lithotomy | f. Semi-lateral |
| c. Prone | g. Supine |
| d. Reverse Trendelenburg | h. Trendelenburg |

4. identify principles related to good body alignment and movement

5. cite the effects of the physical forces of gravity.

6. define "base of support".

7. define "line of gravity".

8. recognize facts related to the two most powerful muscle groups in the body: the quadriceps and the hamstrings.

9. define "ligaments".

10. identify groups of "antagonist muscles".

11. recognize specific nutritional modifications particular to musculoskeletal conditions such as:

12. cite a function of calcium related to muscles.
13. cite the principle function of ascorbic acid.
14. identify the action and use of Curare.
15. identify the action and use of Decadron.
16. identify the action and use of Hydracortisone.
17. distinguish between narcotic and non-narcotic analgesics.
18. define words as indicated on the vocabulary list:

a. abduction	j. contracture	s. pronation
b. active	k. curvature	t. proximal
c. adduction	l. extension	u. spastic
d. alignment	m. flaccid	v. supination
e. antagonist	n. flexion	w. thorax
f. balance	o. gravity	x. trunk
g. body alignment	p. hamstring muscles	y. tendon
h. center of gravity	q. hyperextension	
i. circumduction	r. ligament	

G. identify at a level of 80% mastery the physiological need for cardiovascular integrity as this relates to the nursing process and plan of care.

1. review anatomical structures of the heart and blood vessels.
2. relate physical assessment technique to the cardiopulmonary area:
 - a. auscultation
 - b. inspection
 - c. palpation
 - d. percussion
3. differentiate between normal and abnormal cardiopulmonary data.
4. discuss pathophysiologic causes that interfere with cardiovascular integrity in the:
 - a. heart
 - b. arteries
 - c. veins
 - d. blood
5. relate specific observations to the cardiovascular disturbance in the:
 - a. cerebral region
 - b. heart
 - c. periphery
6. relate psychosocial principle to the emotional responses to cardiovascular disease.
7. discuss nurse's role in preparation of an individual for diagnostic tests.
8. know significance of test results in cardiovascular problems:
 - a. hematology
 - b. blood chemistry
 - c. EKG
 - d. X-ray
 - e. peripheral - arteries, veins
9. identify functions of the two essential fatty acids.
10. identify functions and characteristics of cholesterol.

13. relate principles of normal nutrition to dietary modification in disturbed cardiovascular integrity.
14. discuss the action, uses, and side effects of vasoconstrictors and know one prototype.
15. discuss the action, uses, and side effects of vasodilators.
16. know one cerebral, coronary, peripheral and systemic vasodilator.
17. explain the effects of alcohol on the cardiovascular system.
18. explain the effects of caffeine on the cardiovascular system.
19. discuss the action, uses, and side effects of diuretics and know one prototype.
20. discuss the action, uses, and side effects of sedatives and know one prototype.
21. discuss the action, uses, and side effects of hypnotics and know one prototype.
22. summarize nursing responsibilities of each drug classification group.
23. relate principles of heat application to circulatory insufficiency.
24. review the effects of bedrest on the psyche and body.
25. define vital signs.
26. discuss the physiologic mechanics that regulate and control:
 - a. temperature
 - b. pulse
 - c. respiration
 - d. blood pressure
27. explain how psychological factors influence:
 - a. temperature
 - b. pulse
 - c. respiration
 - d. blood pressure
28. know normal ranges of vital signs in order to interpret deviation from normal.
29. discuss the significance of the interrelatedness of the vital signs.
30. relate principles of physics and microbiology to vital signs.
31. state the principles underlying the specific tools used in the determination of vital signs.
32. demonstrate how to measure, assess significance of measurement; and record objective and subjective data about vital signs.
33. select nursing measures to utilize in returning vital signs to normal.
34. describe how nursing actions may contribute to abnormal vital signs.
35. cite the body position most conducive to cardiopulmonary examination.
36. distinguish between the four techniques utilized in cardiopulmonary physical assessment: auscultation, inspection, palpation and percussion.
37. identify the terminology used for abnormal breath sounds.
38. list the accurate number of heart sounds that are not indicative of pathology that may be auscultated during one cardiac cycle.
39. distinguish between fast, normal and slow heart rate.
40. distinguish between totally irregular and sporadically irregular heart rhythm.
41. know the location of the three arterial pulses in the arm.
42. know the location of the four arterial pulses in the leg.

44. distinguish between chronic arterial and venous insufficiency as evidenced by the following indicators:
 - a. pulse
 - b. color
 - c. temperature
 - d. edema
 - e. skin changes
 - f. ulceration
 - g. gangrene
45. cite the physical changes in the diaphragm and ribs during normal respiration.
46. name the normal rate of respiration for an average healthy adult male.
47. name the normal rate of respiration for an average healthy adult female.
48. distinguish between: tachypnea; bradypnea; hyperpnea and hyperventilation.
49. state the normal upper and lower limits of blood pressure in healthy adult males and females.
50. distinguish between the terms systole and diastole.
51. list five circulatory problems associated with arterial disease.
52. list three circulatory problems associated with venous disease.
53. identify a cause for each arterial disease circulatory problem.
54. identify a cause for each venous disease circulatory problem.
55. list a sign for each arterial circulatory problem.
56. list a sign for each venous circulatory problem.
57. list a symptom for each arterial circulatory problem.
58. list a symptom for each venous circulatory problem.
59. list a diagnostic test for each arterial circulatory problem.
60. list a diagnostic test for each venous circulatory problem.
61. identify the functions of linoleic acid.
62. identify the function and characteristics of cholesterol.
63. identify the action, use and normal dosage of two coronary vasodilators: isordil and nitroglycerin.
64. identify the action, use and normal dosage of one peripheral vasodilator: vasodilan.
65. identify the action, use and normal dosage of four sympathetic nervous system depressants: reserpine; ismelin; aldome; apresoline.
66. identify the action, use and normal dosage of one Thiazide: diuril.
67. identify the action, use and normal dosage of one vasoconstrictor: hyperstat.
68. list four principles related to the application of heat and cold.
69. list four reasons for the application of heat.
70. list four reasons for the application of cold.
71. list one major circulatory problem for patients on bedrest.
72. list one major urinary problem for patients on bedrest.
73. list one major respiratory problem for patients on bedrest.
74. list one major gastrointestinal problem for patients on bedrest.
75. list one major mental problem for patients on bedrest.
76. define words as indicated on the vocabulary list:
 - a. angina
 - b. anxiety
 - c. apical-radical pulse
 - d. apnea
 - e. bradycardia
 - f. bruit
 - i. cyanosis
 - j. Dalton's law
 - k. diaphoresis
 - l. diaphragmatic
 - m. diastole
 - n. dyspneic

- | | |
|-----------------|--------------------|
| q. erythema | z. patechiae |
| r. exudate | aa. pulse pressure |
| s. hyperthermia | bb. purpura |
| t. hypothermia | cc. stridor |
| u. inflammation | dd. systole |
| v. irritant | ee. sub-lingual |
| w. ischemia | ff. tachycardia |
| x. orthopnea | gg. vital capacity |
| y. pallor | |

H. identify at a level of 80% mastery the physiological need for elimination as this relates to the nursing process and plan of care.

1. name the anatomical structures of the gastrointestinal tract.
2. cite the purpose of the enzyme - ptyalin.
3. cite the purpose of the enzyme - gastrin.
4. identify two common types of elimination problems.
5. discuss the psychological/emotional factors related to alterations in bowel elimination.
6. identify muscular factors that contribute to faulty bowel eliminations.
7. list the signs and symptoms of altered bowel function.
8. identify the components that contribute to fluid balance in the body, i.e., sources of fluid and loss of fluid.
9. list three objective symptoms of constipation.
10. explain the physiology of the fluid loss which occurs with diarrhea.
11. list three subjective symptoms of diarrhea.
12. describe the functions of fiber and residue.
13. identify the dietary modifications which should be made in the presence of diarrhea.
14. discuss the nurse's role in helping a patient to maintain bowel function.
15. classify the actions of cathartics by degree and method of action.
 - a. know one prototype of each.
16. discuss the action, use and side effects of antidiarrhetics and know one prototype.
17. state the principles related to the administration of an enema.
18. explain the action of hypertonic, oil and carminative enemas.
19. review the anatomical structure of the urinary system.
20. discuss the major functions of the kidney.
21. discuss the normal physiological mechanisms associated with micturition:
 - a. bladder capacity and desire to urinate
 - b. average urinary output in 24 hours.
22. identify types of urinary tract problems and their physiologic basis.
23. relate knowledge of normal body flora to causation of urinary tract dysfunction.
24. know the significance of diagnostic test results related to urinary tract problems:
 - a. blood chemistry - creatinine and BUN
 - b. urinalysis - culture and sensitivity
 - c. P.S.P.

25. relate principles of personality development to the emotional responses to urinary dysfunction.
26. know acid-ash producing foods.
27. indicate when acid-ash foods would be used to modify the diet for patients with a urinary tract infection.
28. know alkaline-ash producing foods.
29. indicate when alkaline-ash foods would be used to modify the diet for patients with a urinary tract infection.
30. discuss the major functions of water in the body.
31. identify how the body gains or loses fluid.
32. discuss the major function of sodium in the body.
33. list the daily average amount of sodium present in a normal diet.
34. discuss the physiology of Na⁺ in fluid retention.
35. identify the levels of Na⁺ restriction in diets and the modifications necessary to maintain that level:
 - a. 250 mg. Na⁺
 - b. 500 mg. Na⁺
 - c. 1000 mg. Na⁺
 - d. 2400-4500 mg. Na⁺
36. identify the sources of naturally occurring Na⁺ in foods.
37. state the signs and symptoms of Na⁺ depletion.
38. list the sodium.
39. list the sodium content for two food items from each major food group.
40. list two foods from each major food group to be avoided on a sodium-restricted diet.
41. distinguish between bactericidal and bacteriostatic antibiotics.
42. distinguish between narrow and broad spectrum agents.
43. discuss the general adverse reactions to antimicrobial agents.
44. review the general principles of antimicrobial therapy.
45. summarize the nursing management in antimicrobial therapy.
46. interpret the actions, uses, possible side effects and trade names of:
 - a. Potassium Penicillin, U.S.P.
 - b. Ampicillin trihydrate, U.S.P.
 - c. Cephalixin monohydrate, U.S.P.
 - d. Tetracycline hydrochloride, U.S.P.
 - e. Gentamicin sulfate, U.S.P.
 - f. Kanamycin sulfate, U.S.P.
47. discuss the general action of sulfonamides and urinary antiseptics.
48. discuss the actions, uses, possible side effects of and trade names of:
 - a. Sulfisoxazoli, U.S.P.
 - b. Nitrofurantoin macrocrystals
 - c. Nalidixic acid, N.F.
49. summarize the nursing responsibilities of each drug.
50. distinguish between routine and clean-catch collections of urine specimens.
51. demonstrate how to measure and assess significances of fluid balance measurements.
52. select nursing measures to utilize for a patient with a retention catheter.
53. develop a plan of care for a patient with a urinary tract infection.

a. acetone	qq. hemaglobinuria
b. acid	rr. hepatic fissure
c. acid-base balance	ss. hypercalcemia
d. acidosis	tt. hyperkalemia
e. albuminuria	uu. hypernatremia
f. albumin	vv. hypertonic
g. alkaline	ww. hypocalcemia
h. anion	xx. hypokalemia
i. antibiotic	yy. hypotonic
j. antiseptic	zz. incontinence
k. anuria	aaa. infection
l. anus	bbb. isotonic
m. asepsis	ccc. lethargic
n. bacteriocidal	ddd. leukocytes
o. bacteriostatic	eee. melena
p. calcium	fff. micturition
q. calculus	ggg. nocturia
r. casts	hhh. obstruction
s. catheter	iii. oliguria
t. cation	jjj. occult blood
u. cecum	kkk. pathogens
v. cellulose	lll. peristalsis
w. chemotherapy	mmm. pH
x. chloride	nnn. polyuria
y. churning	ooo. potassium
z. chyme	ppp. proteinuria
aa. contamination	qqq. proximal
bb. cystoscopy	rrr. pyuria
cc. defecation	sss. reflex
dd. diarrhea	ttt. retention
ee. distal	uuu. sodium
ff. dysphagia	vvv. specific gravity
gg. dysuria	www. suppression
hh. ecchymosis	xxx. tenesmus
ii. edema	yyy. uremia
jj. electrolyte	zzz. ureter
kk. enema	aaaa. urethra
ll. erythrocytes	bbbb. urgency
mm. flatus	cccc. urinate
nn. frequency	dddd. varices
oo. glycosuria	eeee. void
pp. hematuria	

Abbreviations

q. +.	R.B.C.	-
cc.	Na	c
min.	ml	s
q.s.	K	O.N.
---	---	h.s.

- I. identify with 100% mastery the maximum and minimum dosage, route of administration, effects of drug locally and systemically, contraindications and side effects of major therapeutic pharmacological agents commonly administered, as these relate to the nursing plan of care.
1. identify nine methods of medication administration.
 2. identify the following pharmaceutical preparations:
 - a. aqueous solutions
 - b. aqueous suspensions
 - c. mixtures
 - d. elixirs
 - e. tinctures
 - f. extracts
 - g. emulsions
 3. distinguish between:
 - a. capsules
 - b. tablets
 - c. troches
 - d. ampules
 - e. vials
 - f. liniments
 - g. lotions
 - h. ointments
 - i. suppositories
 - j. poultices
 4. identify the terms used in the metric system of weights and measures.
 5. identify the terms used in the apothecary system of weights and measures.
 6. identify the terms used in the household system of weights and measures.
 7. demonstrate the ability to convert weights and measures from one system to another.
 8. identify the sites used for subcutaneous injections.
 9. identify the sites used for intramuscular injections.
 10. identify the sites used for intradermal injections.
 11. distinguish between general and local effects of parenteral medication.
 12. identify the correct syringe and needle size for administration of an intramuscular injection.
 13. cite the mode of administration for ophthalmic drugs.
 14. identify the correct syringe and needle size for administration of a subcutaneous injection.
 15. demonstrate the ability to convert dosage of medications.
 16. discuss the nurse's expanded role in the administration of medications.
 17. explore the legal and ethical obligations of the nurse in drug administration.
 18. discuss the theories of drug action:
 - a. structurally specific drugs
 - b. structurally non-specific drugs
 19. summarize the physiologic processes mediating drug action:
 - a. absorption
 - b. distribution
 - c. biotransformation
 - d. excretion
 20. compare ways in which the following variables may influence drug action:
 - a. age of the person
 - b. size of the person
 - c. time of drug administration
 - d. mental status of person
 - e. physical condition of person

21. identify two possible psychologic aspects of drug therapy.
22. discuss five adverse responses to medication.
23. state the five rights in administering any medication.
24. identify and explain five general rules in administering a drug.
25. define the identified words in the vocabulary list:

a. ampule	n. elixir	aa. sedative
b. anodyne	o. emetic	bb. solubility
c. antidote	p. emollient	cc. solute
d. antipyretic	q. emulsion	dd. solution
e. astringent	r. expectorant	ee. solvent
f. capsule	s. hypnotic	ff. spirits
g. caustic	t. hypodermic	gg. stimulant
h. colloid	u. liniment	hh. syrup
i. convulsant	v. metric	ii. tablets
j. deodorant	w. miotic	jj. tonic
k. depressant	x. ointment	kk. unit dose
l. diaphoretic	y. pill	ll. volatile
m. dilute	z. powders	mm. Z-track

- J. identify at a level of 80% mastery the physiological and psychological behavior alterations that occur pre- and post-operatively to individuals undergoing surgery as these relate to the nursing proces and plan of care.

1. discuss the concept of surgical intervention.
2. describe seven common fears of the preoperative patient.
3. identify the psychological and spiritual needs of the preoperative patient.
4. adapt the teaching role of the nurse to the preoperative patient.
5. relate the rationale and the nurse's role in preparing the patient the day before surgery for:
 - a. diagnostic procedures
 - b. operative permit
 - c. medical history and physical examination
 - d. skin preparation
 - e. enema
 - f. nutrition/restrictions
 - g. bedtime medication
6. relate the rationale and the nurse's role in the immediate preoperative period to:
 - a. psychological support of patient and family
 - b. hygienic needs
 - c. vital signs
 - d. urinary elimination
 - e. preoperative medications
 - f. preoperative check list
7. discuss the general actions and side effects of narcotic analgesics.
8. identify the action, dosage and side effects of:
 - a. morphine sulfate
 - b. codeine sulfate
 - c. meperidine hydrochloride

10. identify the actions, uses, dosage and side effects of:
 - a. scopolamine hydrobromide
 - b. hydroxyzine pamoate
11. relate purposes, procedures and precautions to the administration of intravenous fluid.
12. differentiate between the effects of general and regional anesthesia on the operative patient.
13. list the two immediate postanesthesia hazards.
14. identify five nursing activities during the immediate postoperative period.
15. discuss the nurse's role in the prevention of postoperative complications:
 - a. hemorrhage and shock
 - b. pulmonary problems
 - c. urinary problems
 - d. gastrointestinal problems
 - e. thrombophlebitis
 - f. wound infections
16. review the physiologic process of:
 - a. healing by first intention
 - b. healing by second intention
 - c. healing by third intention
17. identify the physiologic mechanisms of:
 - a. cardiogenic shock
 - b. hypovolemic shock
 - c. neurogenic shock
 - d. septic shock
18. list the three components of pain.
19. identify three physiologic reactions to a painful stimulus.
20. utilize the nursing process in the assessment of pain.
21. identify the nurse's role in the rehabilitation of the surgical patient.
22. define the identified words in the vocabulary list:

a. abscess	k. compress	u. minim
b. addiction	l. consciousness	v. narcotic
c. adhesion	m. cyanosis	w. phantom pain
d. ampule	n. deep pain	x. referred pain
e. analgesic	o. diaphoresis	y. sedative
f. amphetamine	p. hyperemia	z. stimulant
g. anesthesia	q. hypnotic	aa. syncope
h. anoxemia	r. hyperemia	bb. synthetic
i. barbiturate	s. isotonic	cc. systemic
j. central pain	t. Kussmaul's breathing	

K. the clinical laboratory competencies implied are:

1. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
2. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.
4. complete satisfactorily the following nursing skills based on "Performance Practicum" lists by:

- a. taking the temperature
- b. counting the pulse (radial)
- c. taking the respiration
- d. taking the blood pressure
- e. counting the pulse (apical/radial)
- f. making an occupied bed
- g. making an unoccupied bed
- h. completing a bed bath for an assigned patient
- i. completing oral care for an assigned patient
- j. providing denture care for an assigned patient
- k. assisting an assigned patient in placement of a bedpan and a urinal
- l. moving a helpless patient in bed
- m. transferring a patient from bed to stretchers
- n. transferring a patient from bed to wheelchair
- o. applying hot and cold applications
- p. applying an ice bag
- q. completing a nutritional survey for an assigned patient
- r. completing an intake-output record
- s. completing a nasogastric tube irrigation
- t. inserting a rectal tube
- u. administering an enema
- v. inserting a urinary catheter
- w. irrigating a foley catheter
- x. testing for keytone bodies in the urine
- y. testing for sugar in the urine
- z. completing a surgical scrub
- aa. donning a sterile gown using a self-gowning technique
- bb. donning sterile gloves using a self-gloving technique
- cc. changing surgical dressings using sterile technique
- dd. administering medications to assigned patients:
 - 1. topically
 - 2. orally
 - 3. by instillation of drops
 - 4. by subcutaneous injection
 - 5. by intramuscular injection
 - 6. by intradermal injection

II. NURSING II

- A. identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.
 - 1. identify the rank of heart disease among the leading causes of morbidity and mortality; coronary artery disease.
 - 2. recall the anatomy and physiology of the heart, specifically the:
 - a. layers
 - b. chambers and blood flow
 - c. coronary circulation and oxygen consumption
 - d. innervation
 - 3. cite the intrinsic causative factors of coronary artery disease.

4. classify the "risk factors" implicated in coronary heart disease into those that can be controlled and those that are not controllable.
5. summarize the nurse's role in preventing and modifying the frequency of coronary heart disease.
6. identify common psychosocial reactions associated with the diagnosis of heart disease.
7. differentiate between the pain in angina pectoris and myocardial infarction relative to:
 - a. description
 - b. duration
 - c. precipitating factors
 - d. pathophysiology
 - e. nursing intervention and treatment
8. identify and explain the signs and symptoms associated with myocardial infarction.
9. list the immediate nursing actions following a heart attack.
10. list the possible complications following an acute myocardial infarction.
11. explain the measures used to confirm the diagnosis of myocardial infarction.
12. relate knowledge of the inflammatory process as the basis for physical and psychological rest.
13. utilize knowledge of developmental tasks to understand the psychosocial ramifications in high-risk individuals.
14. interpret defense mechanisms exhibited by the individual with an acute infarction.
15. relate principles of the normal clotting mechanism to the interruption caused by:
 - a. Heparin
 - b. Coumadin
16. compare and contrast Heparin and Coumadin:
 - a. uses
 - b. action
 - c. side effects
 - d. nursing responsibilities
17. cite the general actions, uses, and side effects of the following groups of psychotropic drugs:
 - a. major tranquilizers
 - b. minor tranquilizers
 - c. antidepressants
18. discuss the specific action, uses, side effects and nursing responsibilities of diazepam (Valium).
19. review uses and actions of analgesics and coronary vasodilators.
20. explain the purpose of a Concentrated Care Unit; psychological implications after transfer.
21. apply scientific principles related to:
 - a. physical rest
 - b. psychological support
 - c. administration of medications
 - d. nutrition
 - e. elimination
 - f. activity
 - g. health teaching
22. cite the functions of the American Heart Association.

23. explain the compensatory mechanisms of the heart.
24. explain the term, congestive heart failure.
25. list the common underlying causes of heart failure.
26. describe the specific pathophysiology and signs and symptoms of left-sided failure as it relates to the:
 - a. heart
 - b. lung
 - c. kidneys
 - d. brain
27. explain the pathophysiology and signs and symptoms of right-sided failure.
28. identify the factors upon which the normal interchange of fluid between the vascular compartment and the tissue spaces depend.
29. describe the pathophysiology of edema formation in congestive heart failure.
30. identify three early indicators of congestive heart failure.
31. explain the measures used to confirm the diagnosis of congestive heart failure.
32. summarize the nurse's role in assessment of the patient.
33. relate knowledge of developmental tasks to understand the psychosocial implications in high-risk individuals.
34. explain the pathophysiology of Acute Pulmonary Edema.
35. outline the nurse's role in this acute medical emergency.
36. identify the purpose of rotating tourniquets.
37. cite the nursing responsibilities in the application and removal of rotating tourniquets.
38. list the purposes, scientific principles and techniques of catheterization; purpose in a medical emergency.
39. recall the scientific rationale for sodium dietary modifications in congestive heart failure; other dietary modifications.
40. review the rationale and nursing measures of diuretic therapy.
41. explain the term digitalization.
42. cite the actions, uses, side effects of cardiac glycosides.
43. examine the usual dose, potency, speed of action and elimination from the body of:
 - a. Deslanoside
 - b. Digoxin
 - c. Digitoxin
 - d. Digitalis
44. summarize the nursing responsibilities associated with patients receiving Digitalis preparations.
45. state the rationale and nursing intervention for the patient with congestive heart failure related to:
 - a. psychological support
 - b. physical rest
 - c. fluid and electrolyte balance
 - d. nutrition
 - e. activity
 - f. health teaching (discharge planning)
46. review the electrophysiology of the heart.
47. describe the nervous control of the heart in regard to the:

48. relate the electrical events and mechanical actions of the cardiac cycle to the electrocardiograph sequence.
49. identify clinical states that can predispose to cardiac arrhythmias; non-clinical states.
50. describe atrial arrhythmias, the significance of each, and the specific therapeutic intervention:
 - a. Sinus Bradycardia
 - b. Sinus Tachycardia
 - c. Premature Atrial Contractions (P.A.C.)
 - d. Paroxysmal Atrial Tachycardia (P.A.T.)
 - e. Atrial Flutter
 - f. Atrial Fibrillation
51. describe ventricular arrhythmias, the significance of each, and the specific intervention:
 - a. Premature Ventricular Contractions (P.V.C.)
 - b. Ventricular Tachycardia
 - c. Ventricular Fibrillation
52. describe the conduction defect in:
 - a. First-Degree Heart Block
 - b. Second-Degree Heart Block
 - c. Third-Degree Heart Block
 - d. Bundle Branch Block
53. identify the cause and symptoms of Stokes-Adams Syndrome.
54. summarize the nursing assessment and intervention for patients subject to Stokes-Adams Syndrome.
55. list generic and trade name, classification and uses of common pharmacological agents used in the treatment of cardiac arrhythmias.
56. identify the action, uses, safe dose, side effects and nursing responsibilities of Quinidine and Procainamide HCl.
57. differentiate between synchronized electrical cardioversion and unsynchronized electrical cardioversion (defibrillation) and identify uses for each.
58. define artificial cardiac pacemaker.
59. identify indications for temporary and permanent artificial pacing.
60. list the causes of cardiac arrest.
61. examine the medicolegal instances when cardiopulmonary resuscitation (CPR) should be initiated; should not be initiated.
62. list the signs of cardiac arrest.
63. identify the major physiologic purpose of CPR.
64. outline the steps in CPR.
65. identify the pathophysiologic cause and treatment of the metabolic imbalance associated with cardiac arrest.
66. review the complications of CPR.
67. know key terms and concepts:
 - a. anastomosis
 - b. angina pectoris
 - c. cardiac cripple (invalid)
 - d. cardiogenic shock
 - e. collateral circulation
 - f. coronary occlusion
 - g. coronary spasm
 - h. coronary thrombosis
 - i. Creatine Phosphokinase (C.P.K.)
 - j. electrocardiogram

k. fibrillation
l. gout
m. hypertension
n. infarction
o. ischemia
p. Lactic Dehydrogenase (L.D.H.)
q. myocardium
r. necrosis
s. obesity
t. partial thromboplastin time
u. perfusion predisposition
v. Premature Ventricular Contraction (PVC)
w. Prothrombin (P.T.)
x. sedimentation rate
y. Serum Glutamic Oxaloacetic Transaminase (SGOT)
z. valsalva maneuver
aa. anasarca
bb. cardiac decompensation
cc. cardiac reserve
dd. cardiomegaly
ee. circulation time
ff. hydrostatic pressure
gg. hypertrophy
hh. intercellular
ii. orthopnea
jj. osmotic pressure
kk. paroxysmal nocturnal dyspnea
ll. phlebotomy
mm. polycythemia
nn. prognosis
oo. pulmonary edema
pp. rotating tourniquets
qq. venous pressure
rr. ventricular dilatation
ss. Atrioventricular (AV) node
tt. bigeminy
uu. Bundle of His
vv. cardiac arrest
ww. defibrillation
xx. depolarization
yy. extrasystoles
zz. fibrillation
aaa. heart block
bbb. palpitation
ccc. Purkinje fibers
ddd. repolarization
eee. Sino-Atrial (SA) node
fff. Stokes-Adams Syndrome
ggg. vagolytic
hhh. ventricular asystole (standstill)

- B. identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.

PEPTIC ULCER

1. contrast the etiologic factors related to peptic ulcer disease, i.e., structural and psychological.
2. report the incidence of peptic ulcer in this country.
3. locate the anatomical sites for peptic ulcer formation.
4. explain the disturbed physiology that leads to peptic ulcer disease.
5. review the signs and symptoms associated with peptic ulcer.
6. interpret the physiology of the pain typically associated with peptic ulcer.
7. examine the concept of psychosomatic illness.
8. define conversion reaction.
9. identify the physiologic basis for the following diagnostic measures:
 - a. gastric analysis with histamine stimulation
 - b. tubeless gastric analysis
 - c. stool examination for occult blood
 - d. gastroscopy
 - e. upper gastrointestinal series
10. recall the medications that are contraindicated in ulcer disease.
11. differentiate between systemic and nonsystemic antacids.
12. recall the action of sedatives placing the emphasis on their relation to ulcer disease.
13. explain the action of anticholinergic drugs.
14. describe the action of antibiotic therapy as a preparation for intestinal surgery, i.e., neomycin sulfate as the prototype.
15. state the rationale for the use of Vitamins B complex and C additives in intravenous therapy.
16. classify the component parts of a progressive ulcer diet.
17. review the bland diet prescription.
18. explain the rationale for including protein in the ulcer diet regimen.
19. state the complications of low-fiber bland diet.
20. review the postsurgical diet progression.
21. cite the possible complications of peptic ulcer disease.
22. state the symptoms of an acute surgical abdomen.
23. explain the physiologic reason for the various techniques of gastric resection.
24. relate the complications that may occur following abdominal surgery requiring a high incision.
25. apply physics principles to the process of gastric suctioning utilizing a thermotic pump.
26. describe the physiology of the Dumping syndrome.
27. define the identified words in the bibliography list:

- | | |
|---------------------|-----------------------|
| a. achlorhydria | i. Levine tube |
| b. anastomosis | j. motility |
| c. cephalic phase | k. patent |
| d. eructation | l. secretagogue |
| e. gastric phase | m. sphincter |
| f. intestinal phase | n. stenosis |
| g. intractable | o. surgical parotitis |
| h. intrinsic factor | |

BILIARY DISEASE AND CIRRHOSIS

1. explain the physiology of the biliary system.
2. list normal liver functions.
3. compare the signs and symptoms of extrahepatic and intrahepatic liver disease.
4. identify the physiologic basis for the following diagnostic measures:
 - a. cholecystogram
 - b. serum bilirubin
 - c. urine urobilinogen
 - d. albumin/globulin (A/G) ratio
 - e. total serum proteins
 - f. prothrombin time
 - g. enzyme studies
 - (1) serum glutamic oxaloacetic transaminase (SGOT)
 - (2) serum glutamic pyruvic transaminase (SGPT)
 - (3) alkaline phosphatase
 - h. blood ammonia level
 - i. paracentesis
5. describe the medical and surgical regimen for gallbladder disease.
6. select the nursing care activities used in caring for a patient with acute cholecystitis.
7. review the diet prescription for a person with gallbladder disease.
8. define cirrhosis, hepatic coma, and alcoholism.
9. state the etiology of cirrhosis and hepatic coma.
10. examine the complications of impaired liver function, specifically in:
 - a. cirrhosis
 - b. hepatic coma
11. analyze the signs and symptoms of cirrhosis.
12. explain the mechanism of ascites formation.
13. describe the characteristics of hepatic coma.
14. differentiate between the dietary plans required for moderate and extensive liver damage.
15. review the role of vitamins in body metabolism with emphasis placed on deficiencies commonly seen in liver disease.
16. state the action of aldosterone inhibitors.
17. explain the interrelatedness of the psychological and physiological aspects of alcoholism.
18. make an assessment for the possibility of alcoholism.
19. cite the incidence of alcoholism in the United States.
20. associate the rationale for the treatment of alcoholism with the physiologic changes that occur.

21. develop a nursing care plan for a patient with advanced liver disease utilizing physiologic principles as a basis for your care.
 22. describe the physiologic changes of death.
 23. state the therapeutic nursing measures that promote comfort for the dying person.
 24. contrast Kubler-Ross' stages of dying with Engel's stages of "normal" grief.
- C. identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.

ACUTE AND CHRONIC INFECTIONS

1. explain the structure and function of the respiratory system.
2. list five factors that influence respiratory problems.
3. identify five acute respiratory problems.
4. support the interrelatedness of acute respiratory problems.
5. cite the pathophysiology of Pneumonia.
6. identify five complications of Pneumonia.
7. list five local manifestations to be assessed in patients with respiratory problems.
8. list five constitutional manifestations to be assessed in patients with acute respiratory infections.
9. summarize care for the local and constitutional manifestations of respiratory problems.
10. explain the value of four methods of physical assessment of the chest.
11. cite actions to be included when preparing a patient for and care following:
 - a. blood culture
 - b. bronchoscopy
 - c. chest X-ray
 - d. sputum collection
 - e. thoracentesis
 - f. complete blood count
12. list four specific organisms implicated in the etiology of Pneumonia and identify the most common causative organism.
13. distinguish between hospital-acquired (nosocomial) and drug-induced respiratory infections.
14. classify four types of high-risk patients that are predisposed to develop Pneumonia.
15. identify five nursing measures to initiate for prevention of Pneumonia in the hospitalized individual.
16. list three therapeutic gases used in respiratory disorders.
17. enumerate three signs of hypoxemia.
18. summarize the nursing actions for the hypoxemic patient.
19. state three scientific principles of oxygen and the related nursing implications.

21. list the general action of nebulization therapy.
22. identify the therapeutic purposes of nebulization therapy.
23. identify two common classifications of drugs that are used for nebulization therapy.
24. identify the action of mucolytic agents.
25. recognize one direct respiratory stimulant and explain its action.
26. identify the drug classifications that are administered to relieve cough.
27. explain the mode of action of narcotic antitussives and identify the most widely used agents.
28. explain the action and side effects of potassium iodide.
29. plan nursing intervention to increase effectiveness of respiratory tract medications.
30. know the rationale for the size of dosage and proper administration of liquid respiratory tract medications.
31. calculate medication problems accurately.
32. identify the variations in the daily nutrient and caloric requirements for the individual with an acute respiratory problem.
33. define the identified words in the vocabulary list:

- | | |
|-------------------------------|------------------------|
| a. aerosol | t. hypoxemia |
| b. anoxia | u. hypoxia |
| c. antitussive | v. laryngospasm |
| d. apnea | w. mucolytic |
| e. asphyxia | x. nebulizer |
| f. atelectasis | y. orthopnea |
| g. bacterioid | z. oxygen deprivation |
| h. bacteriostatic | aa. pleura |
| i. Cheyne-Stokes respirations | bb. pleurisy |
| j. common cold | cc. pneumoconiosis |
| k. crepitation | dd. pneumonia |
| l. diffusion | ee. rales |
| m. disseminate | ff. rhonchi |
| n. empyema | gg. septicemia |
| o. etiology | hh. sternal retraction |
| p. friction rub | ii. stertorous |
| q. hemoptysis | jj. stridor |
| r. humidifier (oxygen) | kk. thoracentesis |
| s. hydrothorax | ll. virus |

- D. identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fractures, amputations, or arthritis, and relates to the nursing process and plan of care.

CARE OF THE PATIENT WITH A FRACTURE

1. distinguish between the pathophysiology which occurs in the following traumatic musculo-skeletal injuries: contusion, hematoma, sprain and dislocation.
2. outline the most common therapeutic modality for each of the injuries in #1, above.
3. define the term, fracture.
4. relate Hooke's Law to fractures.
5. list the various causes of fractures.
6. identify the three (3) factors upon which depends the occurrence and type of fracture which results from force.
7. classify fractures, giving the characteristics of each type.
8. distinguish between the proximal and the distal portion of a fractured bone.
9. explain the physiological basis of the most common clinical signs and symptoms of fractures.
10. describe the most common means of diagnosing fractures.
11. outline the first-aid (e.g., emergency) treatment of specific fractures relative to positioning, immobilization, and transport.
12. identify the indications, principles and techniques of splinting and immobilization in the emergency treatment of specific fractures.
13. cite the indications for the use of tourniquets in the first-aid treatment of fractures; the potential problems or complications.
14. explain the various methods of fracture reduction.
15. define the terms, traction and countertraction.
16. explain the various purposes and types of traction.
17. compare and contrast Buck's extension and Russel's balanced suspension traction as concerns the indication, methodology and nursing implications of each of them.
18. summarize the principles of skin and skeletal traction; the potential problems of each of them.
19. identify the main purposes of casting in the treatment of fractures.
20. name the chemical substance which is impregnated in Plaster of Paris bandages.
21. describe the chemical reaction which occurs during the process of recrystallization or "setting" of the plaster bandage.
22. specify the nursing implications relative to the following aspects of the patient in a hip spica cast: preparation of bed, positioning, turning, exercise, skin care.
23. enumerate the various signs of circulatory impairment for which the fingers and toes should be observed when the patient's arm or leg is casted.
24. describe specific exercises which are effective in maintaining muscle strength and preventing atrophy in the affected and unaffected extremity.
25. specify the physical care of the affected part after a cast has been removed.
26. cite the most important therapeutic implications of fractures of specific sites: clavicle, humerus, olecranon, radius and ulna, wrist,

28. outline the most essential factors in the nursing care of patients with a hip fracture.
29. identify the means by which common potential problems or complications of hip fractures may be prevented.
30. describe the symptomology for each of the most common immediate and delayed complications of fractured bones.
31. specify the means of prevention of complications, in #30, above, giving the scientific rationale of each therapeutic action.
32. identify the cause, pathophysiology, therapeutic intervention and prevention of a Volkmann's contracture.
33. describe the various stages (i.e., the sequence of events) in the physiology of bone healing.
34. cite the most important therapeutic dietary implications for patients in the convalescent period of fracture healing.
35. list three (3) specific factors which commonly interfere with the healing process in fractures.
36. enumerate factors which should be emphasized in health teaching in the interest of preventing fractures.

THE PATIENT WITH AN AMPUTATION

1. identify the etiological factors which result in amputation of an extremity.
2. cite specific physiological and psychosocial problems (i.e., deprivation of basic needs) which are imposed on the patient by amputation of an extremity.
3. identify the various stages through which an individual normally proceeds in adapting to his self-image.
4. enumerate the tests which are most commonly used preoperatively to determine the circulatory status of the affected extremity and thus confirm the necessity for surgical intervention.
5. outline the most important factors in preoperative physical assessment of patients who are to have an amputation of an extremity.
6. specify the therapeutic response to potential problems, in #5 above, in the interest of preventing post-operative complications.
7. distinguish between the guillotine (e.g., circular) and the flap type amputation procedure as concerns the indications, technique, advantages and potential complications of each of them.
8. cite the criteria which together determine the exact site of amputation of a limb.
9. identify the two (2) most common early post-operative complications of amputation, the effective means of their early recognition, and the therapeutic intervention in response to the occurrence of each.
10. describe the post-operative positioning of the patient's body and his affected and unaffected extremity, giving the scientific rationale for each one.
11. identify the most common complication of an above-the-knee amputation.
12. list those means by which the complication (in #11 above) might best

14. list the two main purposes of bandaging the stump.
15. describe the technique of bandaging the A/K amputation stump.
16. enumerate the resultant consequences of improper bandaging of the stump.
17. outline the most effective means of conditioning the A/K stump for prosthesis application giving for each measure the scientific rationale.
18. specify those activities which would enable the amputee to balance his body on the unaffected leg.
19. identify that muscle the strengthening of which is most important in preparation for crutch-walking.
20. describe specific exercises which are used in crutch-walking.
21. explain the various methods of measuring the patient for crutches.
22. identify the principles, indication and techniques of crutch-walking for the various gaits: the two, three and four point, the swing-to and -through procedure.
23. identify the basic crutch stance. The gait which approximates most directly the normal walking gait.
24. list the most common errors which occur in crutch-walking.
25. describe the cause and the consequences of the complication known as "crutch paralysis".
26. identify the cause, clinical manifestations and the treatment of the "phantom limb" phenomenon.
27. identify the most common problems which complicate the rehabilitative course of amputees.
28. enumerate those specific factors which are most important in the prevention of amputations.

ARTHRITIC PATIENT

1. define the terms, arthritis and rheumatism.
2. identify the rank order of arthritis, by prevalence, among all chronic diseases in the United States.
3. identify two (2) major types of arthritis giving the synonyms for each one.
4. compare and contrast the two main types of arthritis as concerns the etiological factors, incidence by age and sex, diagnostic techniques and clinical manifestations.
5. describe the role and relationship of emotional factors in rheumatoid arthritis; the common psychological reactions of arthritic patients.
6. defend several psychological approaches which would be therapeutic in the long-term care of arthritic patients.
7. describe the clinical phenomena, Heberden's and Bouchard's nodes, which characterize the arthritic disease process.
8. distinguish between the most common joint involvement in atrophic and hypertrophic arthritis.
9. compare and contrast the various aspects of the therapeutic regimen most commonly prescribed for rheumatoid and osteoarthritis: positioning, activity, physiotherapy, and reconstructive surgical procedures.
10. identify the most common complications of arthritic patients.

11. outline the pharmacological regimen most commonly prescribed for arthritic patients, giving the general classification or category, generic and trade name, specific action, symptoms of toxicity, and related nursing implications for each drug.
 12. enumerate specific teaching points designed to facilitate the progressive independence of the arthritic patient; to prevent or minimize complications.
 13. identify specific orthopedic devices which would enable the arthritic patient to be functionally independent.
 14. cite specific indications and objectives of the surgical procedure, hip arthroplasty.
 15. outline the most important factors in the preoperative preparation of patients for hip surgery?
 16. distinguish between the most common surgical hip procedures: cup and total hip arthroplasty, total hip replacement and arthrodesis.
 17. compare and contrast the post-operative nursing care of patients who have had an arthroplasty and a total hip replacement with respect to the following aspects: position, turning, exercises, diet, and discharge instructions.
 18. enumerate the complications of arthroplasty and total hip replacement in order of their occurrence, giving the measures which would prevent or minimize each of them.
 19. identify the etiological factors and the physiological basis of gout.
 20. cite the single most conclusive diagnostic test for gout.
 21. identify the most characteristic clinical manifestations of gouty arthritis.
 22. outline the pharmacological regimen commonly used to treat gouty arthritis, giving for each agent the classification or category, generic and trade name, specific action, symptoms of toxicity and related nursing implications.
 23. explain the scientific rationale of the symptomatic treatment of gouty arthritis as concerns activity, positioning, heat and hydration.
 24. specify the therapeutic dietary regimen prescribed for gout, giving the rationale for foods excluded.
 25. outline specific teaching points which should be emphasized in the long-term management of the patient with gouty arthritis.
- E. identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus: thyroid gland dysfunction and relates to the nursing process and nursing care.

DIABETES MELLITUS

1. identify the disturbed physiology of diabetes mellitus.
2. describe the specific vascular pathology that occurs in the diabetic.
3. explain the physiologic basis for each of the classic signs and symptoms of diabetes mellitus.

5. differentiate between maturity onset and juvenile diabetes.
6. interpret the results of diagnostic tests associated specifically with diabetes mellitus.
7. explain the rationale for food distribution related to diabetic meal planning.
8. review the metabolism of carbohydrates, proteins and fats in the presence of diabetes.
9. calculate a diabetic diet utilizing the food exchange system.
10. state the action of insulin.
11. contrast the variations in insulin requirements in the presence of altered body states, i.e., undergoing surgery, infection or exercise.
12. know the onset, peak and duration of action of the three categories of insulin, i.e., short-acting, intermediate acting, and long-acting.
13. compare the various strengths of insulin.
14. locate the sites for insulin injection.
15. state the action of each of the two oral hypoglycemic drug groups.
16. relate the possible influences that diabetes mellitus may have on one's psychosocial behavior.
17. distinguish between the causes of hypoglycemic reaction and diabetic acidosis (ketoacidosis).
18. explain the physiologic basis for each, while contrasting the signs and symptoms of hypoglycemic reaction vs. diabetic acidosis.
19. trace the sequence of the metabolic acidotic state using substantiating physiologic principles.
20. explain the rationale for the treatment utilized in diabetic acidosis.
21. list the nursing action to be taken (in each condition) in hypoglycemic reaction and diabetic acidosis.
22. justify your approach to teaching the patient the specific components of diabetic control.
23. examine the non-therapeutic approaches that members of the health team might find themselves using when a patient denies that he has diabetes.
24. recognize the causes, prevention and treatment of long-term complications.
25. define the words identified in the vocabulary list:

a. acetone	k. Kimmelstiel-Wilson Syndrome
b. controlled diabetes	l. labile diabetic
c. diabetogenic	m. latent diabetes
d. fractional urines	n. maturity-onset diabetes
e. glycogenesis	o. polydipsia
f. glycogen	p. polyphagia
g. glycogenolysis	q. polyuria
h. hyperglycemia	r. renal threshold
i. hypoglycemia	s. retinopathy
j. ketosis	t. youth-onset diabetes

THE THYROID GLAND

1. describe the concept of the feedback mechanism.
2. explain the relationship (negative feedback mechanism) between (pituitary) thyroid-stimulating hormone or TSH and (thyroid) thyroxine

4. identify the three thyroid hormones.
5. compare the signs and symptoms of hyperthyroidism and hypothyroidism.
6. explain the rationale for the specific diagnostic tests related to thyroid function, i.e., radioiodine uptake (^{131}I), triiodothyronine resin uptake (T_3), serum thyroxine (T_4), and thyroid scanning.
7. review two non-specific diagnostic tests related to thyroid function, i.e., basal metabolic rate (BMR) and serum cholesterol.
8. describe the methods of treating hyperthyroidism and hypothyroidism.
9. classify the complications of thyroid (under and over-activity) therapy.
10. predict the possible behavioral changes that could occur in relation to the individual's signs and symptoms of hypo and hyperthyroidism.
11. explain the action of antithyroid drugs, i.e., iodine and propyl-thiouracil.
12. review the possible side effects of drug replacement therapy in hyperthyroidism, i.e., thyroid, sodium levothyroxine (synthroid) or sodium liothyronine (cytamel).
13. apply nutritional principles to the plan of care for the patient with hyperthyroidism and hypothyroidism, i.e., low and high caloric diet prescription, roughage content, protein content.
14. supplement your knowledge of general preoperative preparation of the patient with the specific preparation for thyroid surgery.
15. outline the post-operative nursing care following thyroid surgery with physiologically based substantiating statements to support your actions.
16. classify the signs and symptoms of hypoparathyroidism and hyperparathyroidism.
17. define the words indicated in the vocabulary list:

a. Chvostek's sign	i. isotope
b. colloid	j. labile
c. cretinism	k. Lugol's solution
d. endemic goiter	l. myxedema
e. euthyroid	m. tetany
f. exophthalmos	n. toxic goiter
g. Grave's disease	o. Trousseau's sign
h. half-life	

THE PITUITARY GLAND AND THE ADRENAL GLANDS

1. classify disorders of the pituitary gland according to pathologic changes within the gland.
2. distinguish between hyposecretion and hypersecretion of the growth hormone before and after adolescence.
3. identify signs and symptoms of abnormal hormone secretion by the pituitary gland.
4. classify disorders of the adrenal cortex hormone secretion according to pathologic changes within the gland and to abnormalities of adrenocorticotropin secretion by the pituitary gland and to surgical removal of adrenals.
5. identify signs and symptoms of abnormal hormone secretion by the adrenal cortex.

6. explain the etiology of hyperfunction of the adrenal medulla (pheochromocytoma).
7. describe the symptoms of hyperfunction of the adrenal medulla.
8. review the following diagnostic tests specifically related to pituitary and adrenal functions, i.e., urinary dilution-concentration, urinary vanillylmandelic acid (VMA), urinary 17-Ketosteroids, 17-hydroxycorticoids and ACTH response.
9. state the classic treatment of diabetes insipidus.
10. explain the physiology of the wide fluctuations in blood pressure which is the main disadvantage to the surgical removal of a pheochromocytoma.
11. review the side effects of chronic steroid therapy.
12. define the words identified in the vocabulary list:

a. acromegaly	f. parathormone
b. Addison's Disease	g. pheochromocytoma
c. Cushing's Syndrome	h. provocative test
d. diabetes insipidus	i. Simmond's Disease
e. hypophysis	j. Von Recklinghausen's Disease

F. The clinical laboratory competencies implied are the nursing student can:

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells (i.e., coronary artery disease, congestive heart failure and cardiac arrhythmias).
2. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
4. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing

8. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, hypothyroidism, Addison's disease, Cushing's Syndrome).
10. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
11. complete satisfactorily the following nursing skills:
 - a. completing catheterization practicum
 - b. completing a therapeutic diet survey
 - c. demonstrate competence in participating in cardiopulmonary resuscitation techniques
 - d. administering a gavage feeding
 - e. providing oxygen by use of:
 1. nasal catheter
 2. oxygen tent
 3. cannula and mask
 - f. positioning patient for postural drainage
 - g. demonstrating crutch-walking
 - h. placing a patient on a circ-O-lectric

III. NURSING III-

- A. summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.
 1. identify the complications of pregnancy that are responsible for the greatest toll in maternal mortality.
 2. identify the greatest factor which is credited with decreasing maternal mortality.
 3. define the following terms:

a. birthrate	f. fetal death or stillbirth
b. marriage rate	g. perinatal mortality
c. fertility rate	h. infant mortality rate
d. neonatal rate	i. maternal mortality rate
e. neonatal death rate	
 4. understand the concept of a family-centered childbearing experience.
 5. identify the major cause and causes of neonatal deaths in the U.S.
 6. identify factors for improving the health of families during childbearing and childrearing.
 7. identify the high-risk and low-risk age groups for maternal death.
 8. identify the four bones of the pelvis.
 9. identify the four articulations of the pelvis.

12. differentiate between the four types of female pelvis and the male pelvis.
13. trace the passage of the ovum from its origin until it is either fertilized and implanted in the uterus or it is discharged in the menstrual flow.
 - a. identify the life of the ovum
 - b. identify the site of fertilization
14. describe the effect of hormones on ovulation, menstruation, fertilization and early pregnancy.
15. compare meiosis and mitosis, as each relates to fertilization and subsequent development.
16. identify the various stages the fertilized ovum (zygote) undergoes until it becomes an embryo and then fetus.
17. describe the process of implantation of the blastocyst in the uterus.
18. differentiate the three germ layers of the embryonic cells and list the body organs and systems that arise from each.
19. describe the formation of the amniotic cavity and the amniotic membrane.
20. describe the development of the placenta:
 - a. identify the gestational month in which the placenta is completely developed.
 - b. identify the function of the placenta.
21. identify the three hormones essential to pregnancy.
22. identify the sources of nutrition for the fertilized ovum, embryo and fetus.
23. explain fetal circulation and the changes that occur postnatally.
24. describe the development of the fetus including organs, systems, weight, and length from one month through term.
25. identify hereditary factors which may affect the fetus. (Marlow, 18-21; 27-29)
26. identify environmental factors which may affect the fetus. (Marlow, 18-21)
27. calculate an EDC given a date of a last menstrual period.
28. describe the physiological changes that occur in the mother's body during pregnancy.
29. identify the internal and external structures of the breast:
 - a. explain when colostrum may first be expressed from the nipples.
30. describe the probable, positive, and presumptive signs of pregnancy.
31. list laboratory tests essential in the prenatal period and explain the importance of each test.
32. identify danger signals of pregnancy which should be reported to the physician immediately.
33. prepare a patient physically and psychologically for a pelvic examination.
 - a. describe how she would help a patient relax during the examination.
34. identify complications which may occur during pregnancy affecting either the mother or fetus that are due to nutritional deficiencies.
35. identify the daily caloric needs of the average woman, the pregnant woman, the pregnant teenager, and the lactating mother.

36. identify the normal weight gain for each trimester and throughout the entire pregnancy.
37. identify principles in counseling expectant mothers concerning a correct diet.
38. describe the recommended daily allowances, major functions, and sources of the essential nutrients (protein, iron, calcium, Vitamin A, ascorbic acid, Vitamin D) during pregnancy and lactation.
39. identify the essential elements of a diet during pregnancy.
 - a. plan a nutritious breakfast, lunch, supper and snacks.
40. recommend dietary changes to help expectant mothers cope with the discomforts of constipation, heartburn, flatulence, nausea and vomiting, and milk intolerance.
41. describe the importance of iron during pregnancy.
42. describe anticipatory guidance the nurse should provide for patients during pregnancy in regards to bathing, care of breasts, exercise, clothing, drugs, and traveling.
43. identify the common discomforts of pregnancy:
 - a. identify the etiology, symptoms and treatment.
 - b. explain the effects of the discomforts, if any, on the fetus and/or newborn.
44. identify psychological changes occurring in pregnancy. (Rubin, pp. 502-8)
45. discuss the concepts, preparation for parenthood and prepared childbirth program and the exercises and breathing techniques used.
46. define the words identified in the vocabulary list:

a. amenorrhea	ee. gametes
b. copulation	ff. gene
c. ejaculation	gg. genetics
d. fertility	hh. implantation
e. fertilization	ii. karyotype
f. hymen	jj. meiosis
g. menarche	kk. mitosis
h. menopause	ll. recessive gene
i. menorrhagia	mm. zygote
j. menses	nn. umbilical vein
k. menstrual cycle	oo. umbilical arteries
l. ovulation	pp. ductus arteriosus
m. ovum	qq. ductus venosus
n. puberty	rr. foramen ovale
o. sperm	ss. nidation
p. implantation	tt. ovum
q. gonadotropic hormone.	uu. polyhydramnios (hydramnios)
r. luteinizing hormone (LH)	vv. oligohydramnios
s. follicle-stimulating hormone (FSH)	ww. decidua vera
t. estrogen	xx. decidua capsularis
u. progesterone	yy. decidua basalis
v. conception	zz. ectoderm
w. dysmenorrhea	aaa. endoderm
x. amnion	bbb. mesoderm
y. chorion	ccc. uterine milk
z. chromosome	ddd. grávida
aa. decidual	eee. primigrávida

iii. quickening	rrr. ballottement
jjj. Chadwick's sign	sss. uterine souffle
kkk. Goodell's sign	ttt. funic souffle
lll. Hegar's sign	uuu. amenorrhea
mmm. linea nigra	vvv. micturitis
nnn. striae gravidarum	www. leukorrhea
ooo. chloasma	xxx. pica
ppp. human chorionic gonadotropin (HCG)	yyy. colostrum
qqq. Braxton-Hicks contractions	

B. identify at a level of mastery the relationship of theories of development, theories of family structures, and the developmental assessment of the infant, toddler, preschooler, school-aged child and the adolescent to the nursing process and plan of care.

1. describe the underlying principles of growth and development.
2. explain the developmental stages described by Freud.
3. explain the developmental stages described by Erickson.
4. explain the developmental stages described by Piaget.
5. contrast the age stages described in Freud's psychoanalytic theory, Erickson's psychosocial theory and Piaget's cognitive theory.
6. describe the stimulus response learning theory.
7. analyze the child-behavior problem of separation anxiety in terms of developmental theory.
8. analyze the child-behavior problem of temper tantrums in terms of developmental theory.
9. analyze the child-behavior problem of enuresis in terms of developmental theory.
10. analyze the child-behavior problem of school phobia in terms of developmental theory.
11. analyze the child-behavior problem of juvenile delinquency in terms of developmental theory.
12. give examples of how the nurse can aid the child and his family with promoting normal growth and development.
13. define the functional relationship of contemporary families.
14. describe the role of the family in the important function of nurturance of children.
15. identify interrelating roles in the family constellation.
16. describe how the family members at each individual's developmental stage adjust to stress.
17. describe the stages of growth and development of the infant.
18. describe the stages of growth and development of the toddler.
19. describe the stages of growth and development of the preschooler.
20. discuss the physical status, emotional status, and social skills of the infant.
21. discuss the physical status, emotional status and social skills of the toddler.
22. discuss the physical status, emotional status and social skills of the preschooler.
23. contrast the developmental tasks of the infant, toddler and preschooler.

24. describe the normal characteristics of the infant.
 25. describe the normal characteristics of the toddler.
 26. describe the normal characteristics of the preschooler.
 27. describe the stages of growth and development of the school-aged child.
 28. describe the stages of growth and development of the adolescent.
 29. discuss the physical status, emotional status and social skills of the school-aged child.
 30. discuss the physical status, emotional status and social skills of the adolescent.
 31. contrast the developmental tasks of the school-aged child and the adolescent.
 32. describe the normal characteristics of the school-aged child.
 33. describe the normal characteristics of the adolescent.
- C. identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.
1. discuss the needs of children and families who are undergoing stress.
 2. describe the behavioral changes of the infant resulting from the stress of illness and/or hospitalization.
 3. describe the behavioral changes of the toddler resulting from the stress of illness and/or hospitalization.
 4. describe the behavioral changes of the preschooler resulting from the stress of illness and/or hospitalization.
 5. describe the behavioral changes of the school-aged child resulting from the stress of illness and/or hospitalization.
 6. describe the behavioral changes of the adolescent resulting from the stress of illness and/or hospitalization.
 7. contrast the general effects of illness and/or hospitalization upon the family of a child.
 8. plan nursing care for a child undergoing traumatic therapeutic procedures.
 9. discuss the role of play activities during hospitalization of a child.
 10. contrast the methods according to developmental stage which can be utilized by the nurse to prepare children for diagnostic and surgical procedures.
 11. discuss factors in the inability of parents to meet the needs of their children.
 12. discuss ways the nurse may help parents deal with their reactions to their imperfect infant.
 13. discuss the behaviors displaced by parents who neglect, deprive and abuse their children.
 14. outline the nursing management of an infant diagnosed as failure to thrive.
 15. identify the techniques used in the early detection of child abuse.
 16. contrast reactions to death according to the child's developmental level.
 17. discuss factors accounting for the variety of reactions individual family members display in their adjustment to dying and death of a family member.

- D. assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.

NORMAL INFANT

1. describe the normal anatomical, physiological, and neurological development of the newborn (complete the newborn assessment guide)
 - a. complete the newborn assessment form
 - b. identify the average weight, length and head circumference
 - c. list the normal vital signs of a newborn
 - d. describe the reflexes manifested at birth and know their purpose.
 - e. identify the shape and time of closure of the anterior and posterior fontanels.
 1. list complications which can be diagnosed by a depressed or bulging fontanel.
2. describe the care of the newborn which may occur during the first 24 hours of life.
 - a. identify priorities for care.
3. explain the purpose of the Apgar score.
 - a. list the five items, the score is based on
 - b. understand the scoring system
4. identify techniques important in preventing infections in the newborn nursery.
5. define PKU (Phenylketonuria)
 - a. explain how it is diagnosed
 - b. identify the consequence if treatment is not instituted
6. aid the parents in becoming knowledgeable about their newborn's characteristics and requirements. e.g., care of the fontanels, types of stools, skin characteristics particular to the newborn, weight loss, reducing regurgitation.
7. explain the basis of physiologic jaundice in the newborn.
8. observe for signs and symptoms of complications in the newborn. (refer to newborn assessment guide)
9. describe the newborn's ability to handle food.
 - a. identify the infant's nutritional requirements
10. compare cow's milk to breast milk.
11. explain formula preparation for artificial feeding and terminal and aseptic sterilization techniques.
12. describe the advantages and disadvantages for breast-feeding and bottle feeding.
13. discuss how a nurse and/or parent can help a newborn obtain optimal physical and emotional development (Clark and Affonso, pp1 560-63; 579-92).
14. define the words identified in the vocabulary list:

a. circumcision	i. mongolian spots
b. molding	j. cephalohematoma

THE HIGH-RISK INFANT

1. identify maternal factors associated with low birth weight infants (Reeder, p. 557).
2. differentiate between premature and small for gestational age (SGA) infants.
3. identify SGA, AGA or LGA infants using an intrauterine growth chart (Reeder, p. 555).
4. compare the prognosis for survival for normal infants with the, premature and SGA infants.
5. describe the physical characteristics of the premature, SGA, and postmature infant.
6. identify the illnesses and complications for which the SGA infants are most vulnerable.
 - a. explain why they are prone to these complications
7. identify the illnesses and complications for which the premature infants are most vulnerable.
 - a. explain why they are prone to these complications.
8. explain the etiology, symptoms, treatment, and prevention of RDS (respiratory distress syndrome), hemolytic disease of the newborn, retrolental fibroplasia and hyperbilirubinemia.
9. identify principles of nursing care for the premature infant, e.g., prevention of infection, stimulation, feeding.
10. identify the special problems of the infant of a diabetic mother.
11. describe complications occurring in the newborn which can be acquired from the mother, e.g., ophthalmia neonatorum, thrush.
12. describe the special problems which may effect the maternal-child relationship where the infant is premature, has congenital malformations or serious complications.
 - a. identify aspects of supportive care for parents of high-risk infants.
13. discuss personal, staff and the family's feelings and reactions when the newborn is born dead, dies shortly after birth, or has deviations from the normal.
 - a. identify nursing interventions to cope with these feelings and reactions.
14. define the words identified in the vocabulary list:
 - a. hyperbilirubinemia
 - b. atelectasis
 - c. hypoxia
 - d. retrolental fibroplasia
 - e. aspiration syndrome
 - f. RDS - Respiratory Distress Syndrome
 - g. HMD - Hyaline Membrane Disease
 - h. premature
 - i. postmature
 - j. SGA - small for gestational age

E. identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.

1. outline the dietary needs of the newborn.
2. discuss the role of early feeding settings in the psychosocial development of the child.
3. describe the development of feeding skills.
4. outline the dietary needs of a toddler.
5. outline the dietary needs of a preschooler.
6. outline the dietary needs of a school-aged child.
7. outline the dietary needs of an adolescent.
8. discuss conditions resulting from low, excessive or inappropriate nutrition intake. Include:
 - a. malnutrition due to disturbed mother-child relations
 - b. vitamin deficiency diseases
 1. rickets
 2. scurvy
 - c. hypochromic (iron deficiency) anemia
 - d. ingestion of poisons (also include plumbism)
9. describe common causes of malabsorption problems of the pediatric patient. Include:
 - a. celiac disease
 - b. cystic fibrosis
10. discuss vomiting and/or diarrhea of the newborn.
11. discuss fluid and electrolyte imbalance in children and the response of children to parental therapy.
12. of the various inborn errors of metabolism, discuss phenylketonuria.
13. discuss diabetes mellitus in children.
14. describe nutritive alterations resulting from congenital anomalies of the gastro-intestinal tract. Include:

a. tracheoesophageal fistula	d. megacolon
b. pyloric stenosis	e. imperforate anus
c. intussusception	

F. identify at a level of 80% mastery how the needs of the mother during the postpartum period of pregnancy relate to the nursing process and plan of care.

1. describe the anatomic changes that occur during the postpartum period in the uterus, cervix, abdominal wall and breasts.
2. explain physiologic changes of the postpartum period in regards to temperature, pulse, after-pains, digestion, weight loss, kidney function, intestinal elimination, skin elimination and menstruation.
3. identify the phases of the restorative period.
 - a. explain the psychological reactions of the mother during each phase.
4. describe the nursing care provided in the normal postpartum period

5. identify medications associated with the postpartum period.
 - a. explain the classification, action, side effects, indications, contraindications, and nursing measures for each drug listed in the learning activities.
 6. explain the lactation process which includes the hormonal influences, the let-down reflex, and engorgement.
 7. identify nursing measures to use when helping a mother breast or bottle feed.
 8. define the advantages and disadvantages for breast-feeding and for bottle feeding.
 9. identify types of birth control methods.
 - a. explain the action, advantage, and disadvantage of each method.
 10. explain the objectives, advantages, and disadvantages of rooming-in. (Reeder; pp. 411-12)
 11. describe the development of the mother-child relationship.
- G. identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
1. discuss the general methods of improving respiratory function for children with respiratory pathology.
 2. outline the nursing management of a child with laryngotracheo-bronchitis.
 3. outline the nursing management of a child with croup.
 4. discuss the nursing responsibility for an infant with hyaline membrane disease.
 5. outline the nursing management of a child with asthma.
 6. outline the nursing management of a child with eczema.
 7. discuss active and passive immunity.
 8. list the type of immunization used for the common communicable diseases affecting children.
 9. outline the nursing management of a child who has aspirated a foreign body.
 10. assess the nutritional status of a child with an upper respiratory infection.
 11. assess a child's cardiovascular status.
 12. outline the nursing management of a child with tetralogy of Fallot.
 13. outline the nursing management of a child with coarctation of the aorta.
 14. outline the nursing management of a child with patent ductus arteriosus.
 15. outline the nursing management of a child with rheumatic fever.
 16. outline the nursing management of a child with Cooley's and sickle cell anemia.
 17. outline the nursing management of a child with hemophilia.

- H. identify at a level of 80% mastery how the concept of family-centered maternity care during the process of labor and delivery relates to the nursing process and plan of care.
1. identify the significant diameters of the pelvis.
 - a. understand how they are determined.
 2. differentiate between the inlet, outlet, and midpelvis.
 3. relate the significant diameters of the fetal head to those of the maternal pelvis by describing the mechanisms of labor.
 4. identify the common presentations and positions of the fetus.
 - a. describe techniques used for identifying position and presentation.
 5. identify the signs and symptoms if lightening has occurred.
 6. differentiate between true vs. false labor.
 7. define first, second, and third stages of labor.
 - a. differentiate between the stages by the signs and symptoms presented by the patient.
 - b. identify nursing interventions related to each stage.
 - c. identify the approximate length of each phase.
 8. differentiate between phases and stages of labor.
 - a. identify nursing interventions specific to each phase.
 9. identify nursing measures during normal labor and delivery in relation to admission procedures, examinations in labor, support during labor, and ruptured membranes.
 - a. explain the effects of and reasons for each nursing measure.
 10. identify medications and anesthesia used during labor and delivery.
 - a. describe the effects of the medications and anesthetics on the mother, the fetus and the newborn.
 - b. identify the implications for nursing care.
 - c. identify the common side effects and complications.
 11. identify breathing techniques used during labor and delivery.
 - a. explain the purpose of each technique.
 - b. identify side effects such as hyperventilation and related treatments.
 12. define supine hypotensive syndrome (vena cava syndrome).
 - a. identify appropriate treatment.
 13. explain how to measure the frequency, intensity and duration of uterine contractions.
 14. identify signs of complications during labor, e.g., infection, abnormal bleeding.
 15. distinguish between normal and abnormal vital signs, fetal heart rate patterns, and labor contractions.
 - a. identify reasons for the abnormalities.
 - b. identify appropriate nursing intervention.
 16. identify the signs and symptoms of impending delivery.
 17. identify the reasons for an episiotomy.
 18. identify the signs of placental separation.

- | | |
|--------------------------------------------------------|-----------------------------------------------|
| a. dilatation | n. crowning |
| b. effacement | o. episiotomy |
| c. supine hypotensive syndrome
(vena cava syndrome) | p. induction |
| d. position | q. bloody show |
| e. presentation | r. station |
| f. fetal lie | s. tetanic contractions |
| g. lightening | t. amniotomy |
| h. engagement | u. fetal bradycardia |
| i. Duncan's mechanism | v. fetal tachycardia |
| j. Schultze's mechanism | w. acceleration |
| k. false labor | x. deceleration - early, late
and variable |
| l. true labor | y. periodic fetal heart rate
patterns |
| m. fetal attitude | |

I. identify at a level of 80% mastery how the needs of children with long-term illness impact on the nursing process and plan of care.

1. discuss the meaning of long-term illness for the child and his family.
2. discuss the parental reactions to a disfigured newborn child.
3. describe the possible effects a physical disfigurement may have upon the developing self-image of the child.
4. outline the nursing management of a child who has a cleft lip.
5. outline the nursing management of a child who has a cleft palate.
6. outline the nursing management of a child who has strabismus.
7. outline the nursing management of a child who has retrolental fibroplasia.
8. outline the nursing management of a child who has spina bifida occulta.
9. outline the nursing management of a child who has a meningocele.
10. outline the nursing management of a child who has a meningomyelocele.
11. outline the nursing management of a child who has hydrocephalus.
12. outline the nursing management of a child who has cerebral palsy.
13. outline the nursing management of a child who has mental retardation.
14. outline the nursing management of a child who has Down's syndrome.
15. outline the nursing management of a child who has clubfoot.
16. outline the nursing management of a child who has congenital dislocated hip.
17. outline the nursing management of a child with scoliosis.
18. outline the nursing management of a child with torticollis.
19. outline the nursing management of a child with Legg Perthes disease.
20. outline the nursing management of a child with nephrosis.
21. outline the nursing management of a child with glomerulonephritis.
22. outline the nursing management of a child with hypospadias or epispadias.
23. outline the nursing management of a child with cryptorchidism.

J. interpret at a level of 80% mastery how complications of the antepartum, intrapartum and postpartum period relate to the nursing process and plan of care.

1. describe procedures used to determine fetal age and well-being and placental functioning.
2. differentiate between discomforts of pregnancy and warning signs and symptoms that require immediate notification of a physician.
3. identify complications occurring most frequently in the first and second trimester of pregnancy.
 - a. describe the etiology, symptoms, treatment, and nursing care for each complication.
4. identify complications occurring most frequently in the third trimester of pregnancy.
 - a. describe the etiology, symptoms, treatment, and nursing care for each complication.
5. identify pre-existing conditions that predispose a mother to a high-risk pregnancy.
 - a. explain how each condition affects pregnancy and how pregnancy affects the condition. (Concentrate on heart disease, diabetes, syphilis, and gonorrhea)
 - b. know the treatment for syphilis and gonorrhea.
6. describe complications that may occur during the intrapartum period.
7. explain the medical and surgical measures used to assist the mother and infant during labor and delivery.
8. compare a normal delivery in the hospital setting to a delivery in an emergency situation.
 - a. identify appropriate nursing intervention in an emergency delivery.
9. describe complications associated with the postpartum period.
10. identify seven methods used for induced abortion. (Clark and Affonso, p. 826-40)
 - a. know which trimester each method can be safely employed.
 - b. identify factors which influence a woman's decision to terminate a pregnancy.
 - c. explain the significance of pre-abortion counseling.
 - d. describe appropriate nursing care.
11. define the words identified in the vocabulary list:

a. amniocentesis	p. habitual abortion
b. B-scan	q. induction of labor
c. estriol	r. stimulation of labor
d. toxemia	s. ectopic pregnancy
e. pre-eclampsia	t. hyperemesis gravidarum
f. eclampsia	u. dystocia
g. hydatiform mole	v. hypertonic uterine dysfunction
h. placenta previa	w. hypotonic uterine dysfunction
i. abruptio placentae	x. monozygotic twins
j. abortion, spontaneous & induced	y. dizygotic twins
k. threatened abortion	z. puerpera' infection

K. interpret at a level of 80% mastery how mental illness in children relates to the nursing process and plan of care.

1. define primary infantile autism.
2. define symbiotic infantile psychosis.
3. what are the etiologic factors of the above mental diseases?
4. what are the predisposing factors? prognosis?
5. describe the family of the schizophrenic according to Lidz.
6. what age group is affected by primary infantile autism and symbiotic infantile psychosis?
7. describe the onset of the symptoms of the two diseases.
8. list five characteristic symptoms of symbiotic infantile psychosis, including two examples of each.
9. list the earliest symptoms of primary infantile autism and then the characteristics which develop later. Give an example of each of the late characteristics.
10. what is the treatment for primary infantile autism? For symbiotic infantile psychosis?
11. describe chemotherapy for the two mental diseases.
12. what "special settings" are utilized as a "therapeutic milieu" (environment)? Include behavior modification.
13. what are specific physical needs of the autistic child? Of the symbiotic child?
14. what are the specific emotional needs of the autistic child? Of the symbiotic child?
15. prepare a nursing care plan to meet the physical and emotional needs of an autistic infant and a three-year-old symbiotic child.
16. identify three concepts of prevention concerning primary infantile autism and symbiotic psychosis.
17. define marasmus.
18. define depression in childhood.
19. identify symptoms, incidence and treatment (including chemotherapy) nursing care and prevention.
20. define Gilles de la Tourette's Syndrome. List symptoms.
21. what is the specific drug used to treat this disease? Make a drug card for this drug.
22. list the psychoneurotic disorders of childhood - give examples of each.
23. what is the treatment for childhood neuroses?

L. The clinical laboratory competencies implied are:

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to antepartal patients.
2. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary)
3. demonstrate understanding of theories of development by assessing

4. demonstrate understanding of how infants, toddlers, preschoolers, school-aged children and adolescents cope with stress situations by assessing at a level of 80% accuracy stressors affecting assigned patients.
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
6. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
7. demonstrate understanding of the special needs of high-risk infants by assessing at a level of 80% correct such needs of assigned infants.
8. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.
9. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
10. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
11. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).
12. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
13. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
14. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patient.
15. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
16. develop a plan of

17. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
18. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
19. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
20. complete satisfactorily the following nursing skills:
 - a. assessing the stage of development of an assigned patient
 - b. checking fetal heart tones
 - c. measuring the frequency, intensity and duration of uterine contractions
 - d. applying a breast binder
 - e. applying a "T" binder
 - f. collecting a sterile urine specimen
 - g. providing umbilical cord care to neonate
 - h. giving crede eye care to neonate
 - i. caring for an infant in an isolette
 - j. administering medications to an infant
 - k. assessing the reflexes of a newborn
 - l. restraining a child with a "mummy" restraint
 - m. expressing mother's milk with a breast pump
 - n. using the Kreiselman infant resuscitator
 - o. weighing a newborn (metric measure)
 - p. participate as a "labor coach"

IV. NURSING IV

- A. identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).

BEHAVIORS ASSOCIATED WITH SCHIZOPHRENIA

1. study and complete handout on "Schizophrenia". Use the study outlines as a guide for reading, as an outline for note-taking, and a source of information.
2. what are dynamics of behavior? This is an important phenomenon and the nurse should be aware of the dynamics of behavior in order to plan and implement an effective intervention.
3. as you have possibly read already, the diagnosis Schizophrenic Reaction entails a wide range of behaviors--from autistic withdrawal to acting out, to waxy flexibility. Therefore, nursing practice is designed to

4. immediate treatment for mental illness focuses on amelioration of the patient's presenting symptoms to relieve psychic pain and so enable the patient to be amenable to other therapies, e.g., psychotherapeutics, social therapies, somatic therapies (E.C.T.) psychopharmacology (tranquilizers). The student nurse should be able to define each of the above therapies, give examples, know when each is indicated, and the role of the nurse.
5. define and list two examples of delusions and hallucinations.
6. distinguish the various clinical types of Schizophrenia as outlined on your study guide.
7. describe the family of a schizophrenic as defined by Arieti.
8. childhood schizophrenia has been identified as two quite distinct types: primary infantile autism and symbiotic infantile psychosis. Complete the study guides on childhood schizophrenia. The student is responsible for the answers to each of the underlined content areas on "Childhood Schizophrenia Study Guide". Compare Symbiotic Infantile Psychosis with Primary Infantile Autism.
9. define hyperkinesis in relation to the hyperactive child. (Minimal brain dysfunction)
10. describe observable symptoms found in the hyperactive child.
11. what drugs are used in the medical management of the hyperactive child?
12. what is thought to be the action of these drugs on the hyperactive child?
13. describe the care of the hyperactive child in relation to environment, school, parental management, activity, rest and nutrition.
14. what is the prognosis for the hyperactive child?
15. what is the current incidence of depressive reactions?
16. what is theorized as the biological factors and/or predisposing factors of manic-depressive reactions.
17. describe the physical and emotional symptoms of the manic phase of the reaction.
18. describe the physical and emotional symptoms of the depressive phase.
19. discuss the three types of manic-depressive reactions.
20. make a drug card for lithium carbonate. It is the specific drug of choice for mania.
21. compare the treatment for mania vs. depression.
22. compare the nursing care and approaches to the manic patient vs. the depressive patient. Include the physical needs of patients at all times.
23. discuss the "Cry for Help" of a potential suicidal patient. (What cues do they express?)
24. what are the nursing responsibilities when caring for a possible suicidal person? What approach should the nurse utilize when dealing with a depressed person?
25. what are the dynamics of manic behavior? of depressive behavior? of suicidal behavior?
26. how is involuntional melancholia different from the depressive phase of manic-depressive reactions? What dynamics are in play? What are the predisposing factors? What ages are affected?
27. review the study guide.

NEUROSES

1. define neurotic disorder.
 2. what is the incidence of neurotic behavior and what major population is affected?
 3. discuss three etiological theories of neuroses.
 4. list the general characteristics of psychoneuroses. What is the chief characteristic among these?
 5. name, define, list symptoms and dynamics of each of the six psychoneurotic reactions.
 6. give an example of each of the six main psychoneurotic reactions.
 7. how is a neurotic depression different from a psychotic depression? How does the nursing care differ? Treatment differ?
 8. write a nursing care plan for a patient experiencing a psychoneurotic conversion-reaction. The patient is female with paralysis of both legs. Include approaches.
 9. write a nursing care plan for a patient experiencing obsessive-compulsive behavior. She washes her hands extensively every hour for fifteen minutes using harsh soap. Include approaches.
 10. what type of medication is preferred for psychoneurosis?
 11. describe prevention ... home, school, community.
- B. identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.

THE PATIENT WITH RENAL FAILURE

1. distinguish between the terms, uremia and azotemia.
2. cite the most common causes of chronic renal failure.
3. describe the specific pathophysiological change which occurs in renal failure.
4. list, in order of importance, the most significant diagnostic tests for renal failure.
5. construct a chart showing, for each of the following substances, the normal value and function, the direction and the physiological basis of the deviation (deficiency or excess) in renal failure, the resultant symptoms and the therapeutic action which is indicated: water, sodium, potassium, calcium, albumin and globulin, urea, uric acid, creatinine and ammonia.
6. identify the various systemic problems or complications of renal failure and the therapeutic regimen relative to each of the following areas: hematological, metabolic, cardiovascular, gastrointestinal, neurological, musculoskeletal and skin.
7. compare and contrast the composition of the normal diet (in calories, nutrients, minerals and vitamins) with the therapeutic diet regimen typically prescribed for the renal patient.
8. specify the therapeutic indication for the fluid requirement of patients with renal failure.
9. identify those parameters which most accurately reflect the relative

11. describe the psychological stages through which the renal failure patient typically proceeds during the course of the disease.
12. explain the indication, purpose, techniques, nursing implications and potential complications of hemo- and peritoneal dialysis.
13. compare and contrast the arteriovenous shunt and fistula as concerns the respective purposes, procedures, therapeutic implications, advantages and potential problems of each of them.
14. explain the methodology of determining the patency of the arteriovenous fistula.
15. enumerate the rehabilitative aspects of nursing care of the renal failure patient.
16. identify the role of the community nursing service in home dialysis programs.
17. cite one source of local state or federal financial assistance which is available to renal failure patients.
18. identify physical, psychological and legal implications of renal transplantation.
19. describe the function and purpose of organ donation programs.
20. list specific teaching points relative to the prevention of renal failure.

THE BURNED PATIENT

1. enumerate the various types of burns and relate each one to the principle causative factors.
2. classify thermal burns by (a) degree, (b) depth and (c) severity.
3. diagram the entire body and show the method of estimating the percent of body surface area burned.
4. explain the pathophysiological basis of tissue injury and/or death which results from electrical burns; chemical burns.
5. explain the fatal physiological consequences of smoke inhalation.
6. outline a plan of action (i.e., measures you would observe) in the event of fire.
7. enumerate specific first-aid measures indicated for thermal burns; chemical burns.
8. outline the factions, in order of priority, which are most important in the initial assessment of the burned patient.
9. distinguish between neurogenic and hypovolemic shock.
10. explain the relationship of pain to shock; the means of prevention of shock from pain.
11. identify the various stages in the pathophysiology of burns.
12. construct a chart showing the typical fluid and electrolyte alterations which occur in each of the various stages of burns (in #11 above), the specific rationale, the resultant symptoms and the major therapeutic implications of each imbalance.
13. identify those parameters the monitoring of which is crucial in the resuscitative period of burns.
14. cite the indication for the immunological serum administered routinely to the burned patient and the potential consequences of its

15. identify the organisms which most commonly contaminate the burned wound.
16. list those conditions produced by a burn wound which favor the growth of pathogenic organisms.
17. enumerate specific factors in the therapeutic regimen which are important in the prevention of infection.
18. cite the indication, action, and precautions, if any, of the most common topical chemotherapeutic agents used in the treatment of burn wounds.
19. specify the optimal temperature and the humidity regulation for the burned patient's room.
20. specify the chemical composition of the sterile immersion bath used for treatment of burned patients.
21. explain the therapeutic indication for skin grafting.
22. compare and contrast the indications, methodology, advantages and disadvantages of the two approaches (open or exposure method and occlusive, pressure dressings) used in the local care of burn wounds.
23. calculate, for a 154 lb. man with 30% body surface burns, the fluid replacement requirement (crystalloid and colloid) for the first two post-burn days, respectively, using the Brooke Army Formula.
24. specify the amount of fluid allowed daily for insensible losses, in #23, above.
25. distinguish, by direct example, between colloidal and crystalloid fluid requirement of the burned patient.
26. identify those parameters which are used to gauge most directly the fluid requirement of the burned patient.
27. identify the condition which results from inadequate fluid replacement; excessive fluid administration.
28. simulate a flow chart and summarize the essential observations typically made on a burned patient.
29. specify the daily nutritional requirements of the burned patient, in calories, nutrients, vitamins and minerals.
30. identify the psychosocial stages through which the burned patient normally proceeds and the nursing implications for specific patient responses.
31. enumerate the implications for social, physical and vocational rehabilitation.
32. list the health professionals who are typically members of the burn treatment team.
33. specify the therapeutic measures which would be indicated to prevent each of the following complications: edema, pneumonia, gastric dilatation and paralytic ileus, gastrointestinal ulcer, decubiti and contractures.
34. enumerate safety measures which, if observed, would prevent the occurrence of burns.

- C. identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.

THE PATIENT WITH MALIGNANT TISSUE CHANGES

1. explain the meaning of the term, oncology.
2. define the term, cancer, trace its origin, and identify a synonymous word or phrase.
3. cite the denotation and connotation of the terms, benign and malignant.
4. cite the incidence of cancer in the United States, the incidence by site and sex.
5. identify the rank of cancer among the leading causes of death.
6. list the factors which are most important in the prevention of cancer.
7. state the major differences between normal homeostatic proliferation of cells and abnormal cellular growth.
8. compare and contrast progressive and retrogressive tissue changes.
9. describe the general system of classifying all neoplasms and the clinical categorization of tumors using the alphabetical designations, T N M.
10. compare and contrast the characteristics of benign and malignant neoplasms.
11. define the term, metastasis, as it relates to carcinoma.
12. explain the processes which occur in the development of cancer metastasis.
13. list the Seven Danger Signals prepared and distributed by the American Cancer Society.
14. list the intrinsic and extrinsic causative factors in carcinogenesis.
15. explain the physiological basis of the major clinical manifestations of malignant neoplasms.
16. identify the most common psychological effects which the knowledge or the suspect of cancer elicits in the individual patient.
17. describe the principle underlying the most common diagnostic tests for cancer.
18. explain the clinical gradation of tumors, I to IV, using cell differentiation as the basis of division.
19. cite a normal and a pathological example of progressive and retrogressive tissue changes.
20. explain the subdivision of neoplasms on the basis of the embryonal origin of tissue.
21. differentiate between the terms, carcinoma and sarcoma.
22. categorize body tissues according to their radio-resistant or radio-sensitive nature.
23. identify the three methods of treatment for cancer and the major indication for each.
24. identify the criterion for success in the treatment for cancer and the implications of the term, "cure", as it relates to the outcome.
25. distinguish between prophylactic, palliative and radical treatment of cancer.

26. explain the physiological basis of immunotherapy for cancer.
27. classify cancer chemotherapeutic agents according to their major indication, action, method of administration, usual dosage and immediate and delayed symptoms of toxicity.
28. enumerate the implications for nursing care of the patient receiving cancer chemotherapeutic agents.
29. define the term, radiation, and explain the units of measurement of radioactivity.
30. define the terms, radioisotope and radioactive decay or disintegration, in the context of the physics of radiation.
31. explain the therapeutic effect of radiation in inducing tumor remission; the immediate and delayed local and systemic adverse consequences.
32. cite the three major mechanisms of protection against radiation and the basic principle underlying each of these.
33. specify the therapeutic dietary implications for the cancer patient receiving chemotherapy or X-radiation; the dietary regimen indicated in the terminal stage.
34. outline the essential physical and psychological components of nursing care of patients in the terminal stage of cancer.
35. describe the neurosurgical treatment of pain and the resultant nursing implications.
36. explain the physiological basis of the most common complications of progressive malignant disease; the scientific basis of the therapeutic action.
37. identify various cancer quacks, their common characteristics, and the legislation designed to protect the public against them.
38. enumerate the functions of the American Cancer Society and explain several programs sponsored by the organization.

THE PATIENT WITH BREAST CANCER

1. compare the incidence of benign and malignant tumors among the various age groups.
2. cite specific factors which are believed to influence the occurrence of cancer of the breast.
3. identify the clinical manifestations of malignant breast lesions, the typical location.
4. describe the technique, self-examination of the breast.
5. explain the clinical classification of breast tumors, using the alphabetical symbols, TNM.
6. identify the procedure and the principles underlying each of the various diagnostic procedures designed to detect cancer of the breast.
7. describe the typical reactions of patients to the actual or potential threat of breast cancer; the psychosocial nursing implications.
8. enumerate the immediate preoperative physical and psychological components of medical management and nursing care of the patient who is to have a mastectomy.

9. distinguish between the methodology of the surgical procedures, simple and radical mastectomy.
10. outline a program of nursing assessment and intervention specifying the priorities of care in the immediate postoperative period.
11. describe the purpose, technique, and management of the post-operative suction drainage.
12. list, in order of importance, the implications for patient teaching in the interest of physical rehabilitation.
13. explain each of the four post-mastectomy exercises, the indication, the technique and an alternative household activity.
14. identify the most common physiological complication of radical breast surgery, the cause, consequences, treatment and means of prevention.
15. enumerate specific teaching points directed toward psychosocial rehabilitation.
16. compare three types of improvised and commercially available breast prostheses.
17. contrast the significance of the female breast in western civilization with that in the eastern societies.
18. list, in order of occurrence, the most common sites of metastasis resulting from cancer of the breast.
19. explain the rationale (i.e., aims or objectives) of endocrine treatment of breast cancer.
20. identify two means by which menopause may be effected when therapeutically desirable in the patient with breast cancer.
21. identify the most common therapeutic surgical procedure for palliation of metastatic breast cancer, the main objectives, the resultant adverse consequences and the related nursing care for each of them.

THE PATIENT WITH CANCER OF THE COLON

1. identify the rank of cancer of the colon among all other sites, by incidence, in both sexes.
2. depict the distribution of cancer of the large intestine according to the respective percent of occurrence in each anatomical division of the colon.
3. outline the most significant predisposing factors in the development of colonic cancer.
4. explain the relationship of chronic ulcerative colitis to colonic cancer.
5. describe the incidence of chronic ulcerative colitis relative to age, sex, genetics, race and social status.
6. explain the various etiological theories upon which current investigational research of chronic ulcerative colitis is based.
7. identify the psychological characteristics which are believed to typify the chronic ulcerative colitis patient.
8. enumerate the clinical manifestations of chronic ulcerative colitis.
9. describe the pathophysiological change which the intestinal mucosa undergoes in ulcerative colitis.

10. identify those conditions with which ulcerative colitis must be diagnostically differentiated.
11. describe the conclusive evidence of chronic ulcerative colitis, as concerns findings on diagnostic tests.
12. list the most common complications of untreated ulcerative colitis.
13. cite three broad objectives of the treatment of chronic ulcerative colitis.
14. specify the therapeutic nutritional implications of chronic ulcerative disease, as concerns calories, nutrients, vitamins and minerals.
15. explain the indication, objectives, technique, precautions and contraindications of hyperalimentation as a therapeutic intervention in chronic ulcerative colitis.
16. identify the chemical constituents of hyperalimentation solutions.
17. outline the salient nursing implications associated with the care of the patient on hyperalimentation.
18. outline the pharmacologic regimen prescribed for the ulcerative colitis patient, including the therapeutic indication for each agent, the average dosage, the route of administration and the nursing implications for each of the symptoms of toxicity.
19. identify the prognosis of the chronic ulcerative patient treated medically.
20. recommend psychological approaches for which there exists support, in fact or principle, in the care of patients with ulcerative colitis.
21. list specific teaching points directed toward the elimination of the cause, the extension of the period of remission, the treatment of the disease and/or the prevention of complications of chronic ulcerative colitis.
22. explain the physical and psychological preparation, the technique and the significance of various findings of each of the diagnostic tests commonly used to detect lesions of the bowel.
23. list, in order of importance, the objective and subjective symptoms associated with cancer of the colon.
24. describe the pathophysiological change which occurs in the tissues in colonic cancer.
25. enumerate four common complications of progressive, untreated, cancer of the bowel.
26. specify those diagnostic tests which would most directly assess the patient's general physical condition and thus determine the surgical risk involved.
27. outline the dietary regimen which is prescribed preoperatively for colonic surgery, giving the objectives for each modification of the normal diet.
28. list those foods which may be included and those which are necessarily excluded from a low residue diet.
29. describe the pharmacologic regimen used to "sterilize the bowel" in preparation for surgery.
30. identify the classification, desired and untoward action, range of dosage, and the related nursing implications of specific drugs used preoperatively to reduce the bacteria in the intestinal tract.
31. cite the objective for intestinal intubation immediately prior to surgery; a permanent catheter; an intravenous line, skin preparation.
32. enumerate the actual and potential threats which the colostomy represents to the patient's personal integrity; to his social and vocational life style.

33. exemplify common reactions of patients to the threatened loss of bowel continuity.
 34. defend several approaches designed to prepare the patient psychologically for the surgical adventure.
 35. explain the legal responsibility for securing the patient's "informed consent"; the consequences of failing to get his consent.
 36. differentiate between the various surgical procedures: colostomy, ileostomy, abdominoperineal resection.
 37. outline the essential physical care of the perineal wound following an abdominoperineal resection.
 38. compare and contrast the colostomy and the ileostomy with reference to characteristics of excrement, frequency of evacuation and means of control.
 39. distinguish between a single and double-barrel colostomy as concerns the indication for each and the site of irrigation.
 40. describe the so-called "wet" colostomy, giving the implications for nursing care.
 41. list the indications, principles, techniques, and necessary precautions of colostomy irrigations.
 42. cite the dietary modifications, if any, required by patients with colostomies and/or ileostomies.
 43. specify the role functions of the community (i.e., public health) nurse in the rehabilitation of the patient who has a colostomy.
 44. explain the local resources available to the colostomy patient during the period of personal, social and vocational rehabilitation.
- D. identify at a level of 80% mastery how severe oxygen deprivation resulting from cancer of the larynx and from chest trauma relate to the nursing process and plan of care.

THE PATIENT WITH CANCER OF THE LARYNX

1. cite the relative frequency of cancer of the larynx as compared with all other malignancies.
2. compare the incidence of cancer of the larynx by sex; by age groups.
3. list the factors which predispose to cancer of the larynx.
4. identify the clinical manifestations of laryngeal carcinoma.
5. distinguish between intrinsic and extrinsic cancer of the larynx.
6. explain the tests which confirm the diagnosis of cancer of the larynx.
7. outline the physical and psychological preoperative preparation of the patient who is to have a laryngectomy.
8. compare and contrast the following surgical procedures: laryngofissure, thyrotomy, and total laryngectomy.
9. differentiate between a tracheotomy and a tracheostomy, the indications for each and the surgical technique.
10. explain the immediate postoperative nursing care relative to nutrition and feeding.
11. identify the means of communication with the laryngectomized patient in the immediate post-operative period.

- 12. cite the major objectives of nursing management (i.e., assessment and intervention) of the laryngectomized patient.
13. identify the various causes of upper respiratory obstruction.
14. enumerate the symptoms which are associated with upper respiratory obstruction.
15. list those factors which indicate the need for suctioning.
16. describe the technique of suctioning.
17. enumerate the principles pertaining to the procedure of tracheal suctioning.
18. explain the indication, care and potential problems associated with cuffed tracheostomy tubes.
19. identify several potential problems of suctioning the trachea.
20. outline the care of tracheostomy tubes (i.e., the removal, cleaning and reinsertion).
21. explain various means of providing humidification for the tracheostomized patient.
22. list the cause of the most common post-operative complications following a tracheostomy.
23. explain the preparation essential for esophageal speech.
24. identify the physiological basis of esophageal speech.
25. outline the various teaching points essential for the physical rehabilitation of the laryngectomized patient.
26. discuss the implications for resocialization of the laryngectomized patient.
27. identify the goals and functions of the Lost Choro Club.

THE PATIENT WITH CHEST TRAUMA

1. describe the physiological consequences and the usual methods of treatment of blunt, crushing injuries; fractured ribs; penetrating chest wounds.
2. identify potential complications of each type of chest injury, the cause, treatment, related nursing care and means of prevention.
3. list the causes, clinical manifestations and treatment of conditions wherein various substances enter or accumulate in the pleural cavity.
4. explain the psychological aspects (i.e., typical patient response) of respiratory emergencies.
5. identify the clinical signs of respiratory obstruction.
6. explain the various means of assessing respiratory function; the therapeutic implications of significant deviations.
7. identify the technique and the scientific basis of each of the following respiratory therapeutic techniques: Oxygen administration, Artificial ventilation, Intermittent Positive Pressure (IPPB), Humidification and Nebulization.
8. list specific implications for anticipatory preoperative teaching of patients about to undergo thoracic surgery.
9. explain the scientific rationale of the local and systemic preparation for thoracic surgery.
10. distinguish between common surgical procedures, pneumonectomy, lobectomy and segmental wedge resection, citing for each the main indications.

11. compare and contrast the following surgical procedures: thoracoplasty, decortication, plombage, artificial pneumothorax and pneumoperitoneum.
 12. identify the most common immediate post-operative complications of thoracic surgery, the symptoms, means of prevention and the therapeutic response for each problem.
 13. outline the post-operative nursing management of thoracic surgical patients with respect to positioning, relief of pain, nutrition and hydration.
 14. describe the various breathing exercises which may be used to promote respiratory efficiency.
 15. define the term, suction, and cite indications for clinical applications of the underlying physical principles.
 16. distinguish between "open" and "closed" chest drainage.
 17. identify the main purposes of water-seal chest drainage.
 18. explain the means of instituting water-seal drainage; the factors in maintaining its function; the potential problems and/or complications.
 19. list the most common complications of chest surgery, the respective causes, therapeutic response, nursing implications and prevention of each of them.
 20. identify specific rehabilitation measures which are applicable to post-thoracic surgical patients.
- E. identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury) relate to the nursing process and plan of care.

THE PATIENT WITH EPILEPTIC SEIZURES

1. define the terms, epilepsy and seizure.
2. compare and contrast the primitive and present-day attitudes toward epileptics.
3. cite the incidence of epilepsy in the United States.
4. identify the factors which account for the increasing incidence of convulsive disorders.
5. enumerate the actual and potential causes of epileptic seizures.
6. explain the pathophysiological basis of epileptic seizures.
7. identify the single most important test used to establish the diagnosis of epilepsy.
8. classify epileptic seizures, by specific type.
9. distinguish between grand mal and petit mal epileptic seizures by describing the physical phenomenon which characterizes each of them.
10. differentiate between Jacksonian seizures, psychomotor seizures and status epilepticus by characterizing each of them.
11. list the most common anticonvulsant agents, classification of each, major indications, normal range of dosage, action and symptoms of toxicity.
12. describe surgical treatment specific for epileptic disorders.

13. outline the most important principles of nursing care of patients during a convulsive seizure, giving the rationale for each specific action.
14. enumerate those observations and assessments which should be made during the seizure and reported by the nurse.
15. list those factors which should be included in patient and family teaching regarding the long-term adjustment and rehabilitation of the epileptic victim.
16. identify specific services made available to epileptics through public and private community agencies.

THE PATIENT WITH CEREBROVASCULAR DISEASE

1. cite the annual mortality and morbidity rate in the United States for cerebrovascular disease.
2. identify two synonyms for the term, cerebral vascular accident.
3. classify cerebrovascular disease according to the specific types of disorders.
4. enumerate those factors which are known to predispose to cerebral vascular accident.
5. describe the characteristic signs of impending stroke.
6. distinguish between the specific vascular pathophysiologic processes associated with the cause of cerebral vascular accidents.
7. differentiate between the clinical manifestations of cerebral vascular accident according to the specific vascular pathophysiology, in #5, above.
8. identify and describe the procedures which are most significant in the diagnostic evaluation of patients who have sustained cerebral vascular accidents.
9. specify the problems and nursing implications associated with the following conditions: aphasia, agnosia, apraxia, hemianopsia and hemiplegia.
10. outline the observations which are crucial in nursing assessment of the stroke patient.
11. identify the most common hemiplegic deformities which occur in the immobilized stroke patient.
12. describe specific surgical procedures which might be performed on victims of cerebral vascular accidents.
13. identify the indication for anticoagulant therapy; the most commonly prescribed pharmacological agents, their indication, normal range of dosage, route of administration, mode of action, nursing implications and symptoms of toxicity.
14. identify the scientific rationale of each therapeutic action which is indicated to achieve the following objectives in the care of the unconscious stroke patient:
 - a. establish and maintain a patent airway
 - b. maintain fluid and electrolyte balance.
 - c. prevent pulmonary and genitourinary infection
 - d. prevent decubiti and hemiplegic deformities
15. describe the typical behavior and emotional reactions of the patient who has had a cerebral vascular accident.

16. identify three objectives of positioning the hemiplegic patient.
17. outline a plan for positioning the hemiplegic patient which would achieve the objectives identified in #16, above.
18. identify the position which most effectively drains bronchial secretions, prevents knee and shoulder deformities and prepares the hemiplegic patient for normal ambulation.
19. enumerate the therapeutic principles of speech rehabilitation for the aphasic patient.
20. outline an exercise regimen for the hemiplegic patient.
21. identify and describe the most important exercises essential to strengthen the musculature necessary for stabilization and ambulation.
22. list those symptoms which indicate that the exercises are unduly vigorous and/or the time period of physical exertion is unnecessarily prolonged.
23. enumerate alternative modification of clothing and therapeutic indications for the patient who has had a stroke.
24. outline a discharge plan which considers the needs of the patient and family.
25. cite the three most serious preventable complications which are associated with a cerebral vascular accident.
26. list those factors which should be emphasized in the prevention of cerebral vascular accidents.

THE PATIENT WITH BRAIN TRAUMA AND TUMORS

1. identify the most important clinical symptoms which together suggest the existence of a fractured skull.
2. compare and contrast the characteristic symptoms, therapeutic implications and related nursing care of patients with skull fractures and cerebral concussions.
3. differentiate between depressed and basal skull fractures as concerns the major problem of each and the related precautionary measures.
4. cite the most common potentially fatal consequence of basal skull fractures.
5. describe specific changes in vital signs which occur most frequently in response to cranial injuries.
6. list three specific ocular (pupillary) signs, the determination of which is crucial in assessing the neurological status of patients with cranial pathology.
7. outline the salient factors in the therapeutic management of patients with cranial injuries.
8. distinguish between subdural and epidural hematomas as concerns the pathophysiology and clinical characteristics of each of them.
9. enumerate the various causes and consequences of cerebral aneurysms.
10. classify brain tumors according to the tissue from which they arise and/or their anatomical location.
11. distinguish between the clinical symptomatology and the potential problems of cerebellar and pituitary tumors.

12. explain the most serious potential problem of a tumor of the brain stem and the resultant clinical manifestations.
13. distinguish between angiomas, meningiomas, and neuromas as concerns the cells affected in the pathophysiological process.
14. characterize the acoustic neuroma as concerns the site affected, the clinical manifestations and the most serious potential problem.
15. explain the procedure (technique) for testing each of the twelve cranial nerves, the normal reactions and the significance of common abnormalities of each of them.
16. differentiate between sensory and motor peripheral nerve tests.
17. distinguish between a lumbar and cisternal puncture as concerns purposes, procedure, essential preparation and post-test care.
18. explain the physiological basis of the post-puncture headache and the implications for prevention of this common phenomenon.
19. identify the purpose, technique, normal response and significant deviations of the Queckenstedt test.
20. state the pressure of cerebrospinal fluid, in mm H₂O, in mm Hg.
21. compare and contrast normal values and characteristics of spinal fluid with abnormal findings in common pathological conditions.
22. cite the underlying principle, the preparation, procedure and potential problems of pneumoencephalography and ventriculography.
23. describe the most common diagnostic study of cerebral circulation.
24. compare and contrast the purpose, preparation, if any, procedure and related nursing implications of the following neurological diagnostic tests: Electroencephalography, Echoencephalography, EMI-Scan and Brain Scan.
25. enumerate the common causes of increased intracranial pressure (IIP)?
26. cite the three cardinal symptoms of increased intracranial pressure (IIP).
27. identify and explain three specific means of assessing the neurological patient's level of responsiveness.
28. compare and contrast the objective and subjective symptoms of increased intracranial pressure (IIP) with those which characterize the state of shock.
29. explain the physiological basis of the dilated pupil which frequently occurs on the affected side of patients with cranial pathology.
30. trace and explain the variation in pulse rate which is reflected by the sequence of pathological events that occur in increased intracranial pressure (IIP).
31. outline specific components of neurological assessment indicating the methodology of evaluation and the clinical significance of variable findings of each of them.
32. explain the underlying principle, the implications, and the important factors in assessing the effects of hypertonic solutions used in the treatment of increased intracranial pressure (IIP).
33. identify the indication and action of the two most common groups of drugs used in the treatment of cerebral edema.
34. identify the various levels of consciousness and explain the method of assessment of each of them.
35. explain several methods of assessing motor function in the neurological patient.

36. list three specific symptoms which precede actual loss of muscle function or paralysis.
37. explain the scientific rationale of withholding oral foods and fluids in the patient with increased intracranial pressure (IIP).
38. state the scientific rationale for the optimal position of the patient with increased intracranial pressure (IIP).
39. cite nursing implications relative to oxygen therapy, gavage, and/or intravenous feedings commonly administered to patients with increased intracranial pressure (IIP).
40. enumerate appropriate therapeutic and preventive nursing actions relative to the following aspects of care of the unconscious patient: environmental, eye, oral, skin, elimination, and emotional factors.
41. outline the preoperative physical and psychological preparation of patients for intracranial surgery.
42. classify intracranial surgical procedures according to the respective anatomical location of the pathological process or lesion.
43. enumerate specific preoperative observations, the assessment of which is crucial as a basis for comparison and evaluation of the neurological patient's post-operative condition.
44. compare and contrast the various components of post-operative management of patients following supra- and infratentorial surgery.
45. identify the two cranial nerves, the functions of which are frequently impaired in infratentorial surgery and describe the test used in assessing the status of each one.
46. enumerate the symptoms and the most important factors in the prevention of common complications of cranial surgery.

THE PATIENT WITH SPINAL CORD INJURY

1. enumerate the various causes of spinal cord compression.
2. identify the anatomical sites most frequently involved in spinal injuries.
3. cite the most common causes of fractures of the cervical vertebrae.
4. identify the major potential problem of cervical spine injury.
5. outline the emergency management of the patient with a spinal cord injury.
6. explain the phenomenon, spinal shock.
7. cite the two most important factors in the management of cervical spine injuries.
8. explain the various means by which the objectives, cited in #7 above, may be accomplished.
9. enumerate the various methods of immobilizing the vertebral column.
10. outline the method of detecting or assessing sensory and motor impairment of patients with spinal injuries.
11. identify the single factor upon which depends the extent of neurologic damage that results from spinal cord injury.
12. distinguish between the definition of the following terms: Monoplegia, Hemiplegia, Paraplegia, Tetraplegia and Quadriplegia.
13. identify implications for nutrition and hydration of patients with restricted activity.
14. list the typical psychological stages of adaptation through which the paralyzed patient typically proceeds.

15. recommend and defend therapeutic approaches, the incorporation of which would facilitate the psychological adaptation and adjustment of paralyzed patients to an altered life-style.
 16. identify the four most common potential complications of patients with partial or total paralysis.
 17. outline those nursing actions upon which depends the prevention of common complications of spinal cord injuries, as identified in #16, above.
 18. explain the cause, consequence and therapeutic management of the phenomenon, neurogenic bladder.
 19. outline the principles of bladder and bowel retraining.
 20. summarize the therapeutic measures which are crucial in preparing the partial or completely paralyzed patient for weight-bearing activities and ambulation.
 21. enumerate the various causes of herniated intervertebral discs.
 22. describe the pathophysiology of a herniated intervertebral disc.
 23. identify the most common sites of herniated intervertebral discs.
 24. list the clinical symptoms most commonly associated with a herniated intervertebral disc.
 25. characterize the pain which is associated with the herniation of an intervertebral disc.
 26. explain the procedures which are most conclusive in diagnosing herniated discs.
 27. explain the scientific basis of the following components of the conservative medical regimen prescribed for patients with herniated intervertebral discs: activity, positioning, physiotherapy, chemotherapy and traction.
 28. identify the major indication for surgical intervention in the treatment of patients with herniated discs.
 29. outline the preoperative physical and psychological preparation of patients who are to undergo a laminectomy or spinal fusion.
 30. differentiate between the two most common surgical procedures, laminectomy and spinal fusion, performed in the treatment of herniated intervertebral discs.
 31. explain the implications of each of the following aspects of post-operative nursing care of patients who have had a laminectomy or spinal fusion: position and ambulation, prevention of complications and deformities.
 32. identify the two most common immediate post-operative complications of laminectomy and/or spinal fusion.
 33. enumerate specific factors which should be emphasized in health teaching in the interest of preventing the occurrence or reoccurrence of a herniated intervertebral disc.
- F. identify at a level of 80% mastery how sensory deprivation resulting from impaired vision or a hearing deficit relate to the nursing process and plan of care.

THE PATIENT WITH IMPAIRED VISION

1. enumerate those factors which are most important in maintaining maximal health and function of the eyes.
2. differentiate among the five ocular specialists: ophthalmologist, oculist, optometrist, optician and ocularist.
3. define the symbols, OD, OS and OU.
4. explain the procedure, visual screening, using Snellen's chart.
5. interpret the numerator and denominator of the fraction used to report the result of the visual screening test.
6. interpret the concept of partial sightedness, of legal blindness.
7. explain what is meant by the visual field of an individual.
8. define the terms, refraction and refractive error.
9. identify the unit of measurement in refraction.
10. explain the significance of testing the eyes for refractive errors.
11. distinguish between the following common errors of refraction: Myopia, Hyperopia, Astigmatism and Presbyopia.
12. outline the teaching points which should be emphasized after cycloplegic agents have been used to test for refractive errors.
13. compare and contrast the electronic and the Shoitza method of measuring intraocular pressure.
14. cite the normal intraocular pressure, in mm. of Hg.
15. enumerate the most common etiologi- cal factors in the development of glaucoma.
16. cite the incidence of glaucoma.
17. identify the pathophysiology of glaucoma.
18. list the most common symptoms of glaucoma.
19. explain the cause of irreversible blindness which results from uncontrolled glaucoma.
20. explain the specific action of the most common pharmacological agents used in the conservative treatment of glaucoma.
21. distinguish between mydriatics and miotics, by pharmacological action.
22. explain the pathophysiological consequence of the accidental use of mydriatics, in the treatment of glaucoma.
23. cite the major objective of surgical treatment of glaucoma.
24. describe the surgical procedures, iridectomy and iridencleisis or corneoscleral trephining.
25. outline those factors which should be stressed in patient teaching as concerns control of glaucoma.
26. identify the pathophysiology of cataracts.
27. enumerate the most common etiologi- cal factors in the development of cataracts.
28. identify two drugs which predispose to the development of cataracts.
29. list the most common symptoms of cataracts.
30. outline the general and specific preoperative care of patients who are to have ocular surgery.
31. compare and contrast the extra- and intracapsular methods of lens extraction in the surgical treatment of cataracts.
32. explain the principles and method of cryoextraction of the lens.

33. outline the most important factors in the post-operative management of patients who have had cataracts removed.
34. cite the most frequent post-operative complications of cataract extraction.
35. explain the phenomenon, aphakic eye, including the means by which the problem is resolved.
36. identify the pathophysiological basis of detached retina.
37. enumerate the various causative factors in retinal detachment.
38. cite the most important clinical symptom of detachment of the retina.
39. explain the objective of diathermy in the treatment of detached retina.
40. identify the two most common causes of corneal ulceration or scarring.
41. name the pharmacologic agent used commonly to detect and outline corneal lesions.
42. list the most common symptoms of corneal ulceration.
43. outline the medical regimen most commonly prescribed for the treatment of corneal ulcers.
44. identify a synonym for inflammation of the cornea; for corneal translocation.
45. explain the surgical procedure, corneal transplantation.
46. list the most important factors in the post-operative management of patients who have had a corneal transplantation.
47. identify that group of drugs used most commonly to prevent graft rejection in corneal transplantation.
48. explain the cause, physiological consequences and the most common means of prevention of the phenomenon, Sympathetic Ophthalmia.
49. distinguish between the surgical procedures, enucleation and evisceration.
50. explain the method of insertion and removal of the ocular prosthesis of eye "implant".
51. differentiate between the following ocular conditions: uveitis, chalazion, hordeolum and conjunctivitis.
52. explain the principles of instillation of eye drops, ocular irrigations, and application of ophthalmologic ointments and hot compresses.
53. cite the major indication for the use of cold compresses in the treatment of eye disorders.
54. identify the first order of priority in the emergency treatment of acid and alkali burns of the eye.
55. explain the method of removal of foreign bodies from the eye; the essential precautions.
56. enumerate the physical and psychological problems of the patient who is blind.
57. cite specific aids for the blind.
58. outline general guidelines which should be followed in caring for the blind patient.
59. list the various resources and agencies to which the partially-sighted or blind patient might be referred in the rehabilitative process.
60. identify two economic benefits provided by the federal government for the blind.

THE PATIENT WITH A HEARING DEFICIT

1. enumerate those factors which are most important in maintaining maximal health and function of the ears.
2. differentiate among the three aural specialists: otologist, otolaryngologist, and audiologist.
3. explain the basis of the following classifications of hearing loss: conductive vs. perceptive, organic vs. functional, congenital vs. adventitious.
4. identify the principles and methods used in the following tests of hearing acuity: Weber and Rinne test, pure-tone and speech audiometry.
5. explain the principle upon which is based the psychogalvanometric hearing test.
6. specify the speech range, in cycles per second; the critical level of loudness, in decibels.
7. identify those physical and psychological symptoms which are suggestive but not conclusive evidence of hearing loss.
8. list the most common causes of hearing loss.
9. identify the symptoms and the most common means of treatment of impacted cerumen.
10. cite the most common causes of fungal infection of the ears; the therapeutic measures most frequently prescribed.
11. outline the emergency treatment of foreign objects (e.g., insects and vegetable compounds) in the ear.
12. explain the principles and methodology of instillation of ear drops and ear irrigation.
13. identify the cause, clinical consequences, and the medical and surgical treatment and common complications of acute and chronic otitis media.
14. identify the most common cause and clinical symptoms of mastoiditis.
15. describe the surgical procedure, radical mastoidectomy.
16. identify the most common complication of mastoidectomy; the symptoms which are associated with its occurrence.
17. list the most common causes of perforation of the tympanic membrane.
18. distinguish between the surgical procedures, myringotomy and tympanoplasty.
19. identify the pathophysiology of otosclerosis.
20. cite the most common cause and the incidence of otosclerosis as concerns age and sex.
21. describe the major symptoms of otosclerosis.
22. describe the surgical procedure performed most commonly in the treatment of otosclerosis.
23. outline the post-operative care of patients who have had a stapedectomy.
24. enumerate the various causes and the resultant problems of perceptive deafness.
25. identify the drugs which most commonly damage the 8th cranial nerve causing nerve deafness.
26. identify a synonym for Meniere's Syndrome.
27. cite the various theories which have been advanced to explain the etiology of Meniere's Syndrome.

28. identify the three symptoms which together establish the conclusive diagnosis of Meniere's Syndrome.
29. identify the principle and the methodology of that diagnostic test which is commonly used to differentiate Meniere's Syndrome from an acoustical neuroma.
30. describe the test result (i.e., the symptom) which establishes the conclusive diagnosis of Meniere's Syndrome.
31. outline the dietary and pharmacological regimen most commonly prescribed in the treatment of Meniere's Syndrome.
32. describe the various surgical procedures used to destroy the membranous labyrinth in the treatment of Meniere's Syndrome.
33. identify the most common problems and potential complications of patients who have had a total labyrinthectomy.
34. enumerate the physical and psychological problems of the patient with partial or complete hearing loss.
35. characterize the most prevalent public attitude toward the deaf.
36. explain the principle involved in mechanical hearing aids.
37. summarize those guidelines which should be following in communicating with the patient who has a hearing impairment.
38. enumerate the most significant factors which should be emphasized in the interest of preventing hearing loss.

G. The clinical laboratory competencies implied are:

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
 2. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
 3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
 4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
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5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
 6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).

7. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
 8. implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
 9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
 10. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).
 11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma or a hearing deficit).
 12. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
 13. complete satisfactorily the following nursing skills:
 - a. administer peritoneal dialysis.
 - b. instruct patient regarding post-mastectomy exercises.
 - c. demonstrate the use of a breast prosthesis.
 - d. irrigate a colostomy.
 - e. administer tracheostomy care.
 - f. demonstrate the use of the Snellen's Chart.
 - g. monitor central venous pressure.
 - h. maintain water seal drainage.
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Overlapping competencies include the following:

NURSING II & NURSING III both deal with inadequate transportation of nutrients, albeit one deals with care of the child.

NURSING I

1. identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells (i.e., coronary artery disease, congestive heart failure and cardiac arrhythmias).
3. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
4. identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e.; peptic ulcer, biliary disease and cirrhosis).
6. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).

NURSING III

1. identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.
3. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).

Additionally, overlapping can be clearly identified in Nursing II and Nursing III with treatment of oxygenation. In Nursing II it is referred to as functional impairment resulting from inadequate ventilation, while in Nursing III this disease process is referred to as functional impairment resulting from altered cellular oxygenation.

NURSING II

1. identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
3. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and make adjustments as necessary).

NURSING III

1. identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
3. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).

Overlapping exists in Nursing III and Nursing IV relative to mental health and psychiatric problems.

NURSING III

1. identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.

3. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

NURSING IV

1. identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).
2. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
3. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).

Competencies cannot be identified for concepts relative to disaster nursing or social diseases (i.e., gonorrhea, syphilis), as these do not appear in the outlines for Nursing I, II, III and IV.

Inpatient data collected and published by the Commission on Professional and Hospital Activities (CPHA) for the 1975 status report was reviewed. Statistical tables for more than 6,900 classes of patients from pooled data for more than 14,000,000 patients discharged in 1975 from 1,887 short-term hospitals participating in the Professional Activity Study (PAS) were used in the summary. Excluded in the summary are deliveries of newborns, newborn groups, deaths, patients transferred to another hospital, patients discharged against medical advice and patients staying 100 days or longer. The rank order of the leading 241 diseases occurring in the age groups of 0-19 years, 20-34 years, 35-49 years, 50-64 years and 65+ follows:

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Hypertrophy of Tonsils and Adenoids	321,648	272,250	43,933	4,256	947	262
Miscellaneous Ischemic Heart Disease	300,747	97	2,435	37,670	107,851	152,694
Diseases of Gallbladder	245,529	4,914	51,247	57,932	72,181	59,255
Pneumonia	241,736	95,055	20,544	22,065	36,581	67,491
Unreported Diagnosis	229,853	7,765	13,361	5,224	5,172	1,121
Inguinal Hernia with Complications	207,563	49,690	26,291	34,076	57,341	40,165
Intestinal Infectious Disease	204,893	94,051	36,696	22,014	23,540	28,592
Misc. Diseases of Intestine & Peritoneum	165,441	17,024	34,548	33,242	37,070	43,557
Misc. & Ill-Defined Conditions	154,377	26,474	29,609	35,177	32,198	30,919
Metrorrhagia	149,223	9,155	66,913	64,481	10,674	
Acute Myocardial Infarction	142,373	38	1,434	21,007	58,704	61,190
Other Symptoms Referable to GI Tract	135,325	29,414	30,192	22,359	23,761	29,599
Diabetes Mellitus with Complications	133,950	7,582	12,422	22,599	43,297	48,050
Misc. Disease of Female Genitalia	129,212	3,267	33,255	34,392	47,820	10,478
Acute URI Except Streptococcal	128,210	93,679	12,072	6,575	7,235	8,649
Heart Failure	124,599	471	705	4,643	26,359	92,421
Derangement & Displacement of Lumbar Disc	124,235	1,643	30,844	49,798	32,697	9,253
Diseases of Teeth & Jaws	116,163	41,099	39,973	16,244	13,768	5,079
Fibrocystic Disease of Breast	114,598	3,615	25,403	52,181	25,747	9,652
Benign Prostatic Hypertrophy	117,772	117	426	3,164	35,481	72,584
Hernia of Abdominal Cavity	109,502	11,861	10,313	23,715	34,650	28,963

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Misc. Urinary Diseases	107,315	24,810	19,798	14,752	17,848	30,107
Concussion	103,144	54,250	25,686	9,905	7,108	6,195
Gastritis & Duodenitis	101,988	11,570	24,603	26,127	23,140	16,548
Senile Cataract	101,974			3,326	22,952	75,696
Superficial Injury, F.B. entering body orfc	101,643	31,564	23,506	13,414	13,272	19,887
Diseases of Ovary, Fallopian Tube & Parametrium	101,422	16,984	64,171	17,116	2,481	670
Spontaneous Abortion	99,065	16,452	72,453	10,123	37	
Misc. Cerebrovascular Diseases	98,473	393	894	4,077	18,737	74,372
Uterovaginal Prolapse	95,381	123	18,369	33,227	26,422	17,270
Acute Bronchitis	94,152	43,216	6,613	9,177	15,152	18,994
Therapeutic Abortion	94,052	29,395	55,329	9,316	12	
Misc. Hypertensive Disease	93,907	1,580	9,652	23,223	33,240	26,212
Signs & Symp. Refer. to Cardiovascular Sys.	93,624	8,544	13,368	24,556	27,395	19,761
Arrhythmia and Slowed Conduction	93,129	1,856	5,544	12,273	27,784	45,672
Uterine Fibroma	92,375	101	12,673	60,874	17,165	1,562
Misc. Dis. of Skin and Subcutaneous Tissue	88,722	22,099	18,034	14,627	17,242	16,720
Misc. Dis. of Musculoskeletal System	88,152	17,282	26,066	18,729	18,517	7,558
Compl. of Surgical Procedure	87,475	10,127	17,498	15,983	19,473	24,394
Depressive Neurosis	86,442	5,682	31,316	25,248	15,669	8,527
Osteoarthritis	86,113	307	2,468	11,904	30,318	41,116

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	0 - 34	35 - 49	50 - 64	65+
Acute Appendicitis Without Peritonitis	85,235	46,342	25,536	7,600	4,007	1,700
Hemorrhoids	85,168	1,240	20,939	29,850	23,815	9,324
Ureteral Calculus	82,278	2,237	21,549	26,465	23,029	8,998
Bronchitis, Chronic & Unspecified	80,186	22,719	6,702	10,397	19,480	20,888
Failure, Upper End of Femur	76,715	2,511	1,806	2,466	9,496	60,436
Diverticular Disease	76,608	101	1,262	8,576	24,247	42,422
Other Musculoskeletal Injury	75,381	19,670	27,321	14,091	9,913	4,386
Asthma	71,420	26,965	8,675	10,352	14,213	11,215
Periph. Nerv. Sys Dis. Except Sciatica	71,120	2,583	13,239	19,926	22,823	12,549
False Labor	70,719	16,388	51,443	2,879	9	
Other Peptic Ulcer Without Complication	70,370	3,216	13,824	20,132	20,263	12,935
Phlebitis and Thrombophlebitis	69,672	1,529	11,534	16,036	21,204	19,369
Adverse Effect of Medicinal Agents Except Sedatives and Hypnotics	69,010	14,992	20,297	12,373	9,519	11,829
Misc. Diseases of Bone & Cartilage	68,577	8,826	11,116	14,532	16,157	17,946
Otitis Media, Chronic & Unspecified	66,421	51,123	5,047	4,701	4,106	1,444
Other Disorders of Menstruation	64,471	5,832	28,073	26,757	3,809	
Signs & Sym. Refer. to Nervous System	64,309	22,939	10,373	9,650	11,193	10,154
Malig. Neoplasm of Ill-Def. & Secondary Sites	64,064	391	1,768	8,853	24,433	28,619
Cystitis	62,795	11,402	14,288	10,676	11,727	14,702
Malignant Neoplasm of Breast	69,549	38	1,769	12,684	23,191	21,867
Reasons for Contact with Hlth Care Sys.	59,396	6,401	23,496	13,590	7,673	8,231

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Urethral Stricture	58,285	22,928	9,900	7,438	8,474	9,545
Arteriosclerosis	57,224	41	177	3,052	14,582	39,372
Musculoskeletal Injury of Sacroiliac Region	56,756	2,320	18,058	18,789	11,932	5,657
Cataract Except Senile	56,364	1,682	1,233	3,350	14,233	35,866
Misc. Lung & Pleural Diseases	55,885	4,950	5,093	8,142	15,764	21,936
Misc. Cerebrovascular Lesion with Paralysis	54,202	98	387	2,176	11,777	39,764
Misc. Fractures of Lower Extremity	53,696	8,492	13,335	10,559	12,065	9,245
Misc. Obstructive Lung Disease	53,183	474	989	4,464	19,456	27,800
Malignant Neoplasm of Bronchus & Lung	53,032	52	275	5,733	23,138	23,834
Fracture of Radius & Ulna	52,961	22,906	7,296	5,392	8,054	9,313
Deviated Nasal Septum	52,007	10,396	22,459	11,504	6,465	1,183
Angina Pectoris	50,864	44	982	9,734	21,791	18,313
Misc. Diseases of the Upper Resp. System	49,871	11,047	13,318	10,770	9,964	4,772
Internal Derangement of Knee Joint	49,701	14,123	18,553	9,469	6,316	1,240
Varicose Veins of Leg	49,124	414	9,022	16,343	15,511	7,834
Cellulitis & Abscess Except Digit	48,870	11,485	9,369	8,123	9,624	10,269
Misc. Diseases of Central Nervous System	47,797	8,365	11,371	10,133	9,759	8,169
Fracture of Tibia & Fibula	47,253	16,207	11,198	7,487	6,908	5,453
Benign Neoplasm of Bone, Muscle & Conn. Tissue	47,075	7,712	9,788	11,855	11,750	4,960
Diseases of Mouth & Esophagus Except Dental	46,721	5,057	6,299	9,757	13,033	12,575

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>0 - 19</u>	<u>Age Groups</u>			
			<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Other Musculoskeletal Injury of Back	46,579	4,982	17,080	13,522	7,477	3,518
Signs & Symptoms Referable to Urinary Sys.	44,771	6,933	6,633	10,869	10,528	9,808
Endometriosis	44,698	748	18,813	21,001	3,850	286
Anxiety Neurosis	44,689	3,438	14,262	13,313	9,044	4,632
Facial Bone Fracture	43,812	15,197	16,641	6,419	3,252	2,303
Alcoholic Addiction	43,086	371	8,543	16,980	13,764	3,428
Transient Ischemic Attack	49,904	73	401	2,042	10,141	28,247
Laceration and Gun Wound of Upper Limb	38,259	11,404	13,503	6,599	4,826	1,927
Other Lacerations of Head & Neck	37,943	12,922	11,123	5,192	4,086	4,621
Influenza	37,793	6,409	6,025	5,094	7,799	12,466
Anal Fissure, Fistula, and Abscess	37,690	2,575	11,626	11,637	8,623	3,229
Diseases of Thyroid Gland	37,364	2,424	8,648	9,843	10,331	6,118
Acquired Musculoskeletal Deformity	37,055	6,105	7,916	6,265	10,432	5,337
Infective Diseases of Cervix Uteri	36,655	1,129	17,170	12,821	4,458	1,077
Malign. Neoplasms of Lge Intestine Except Appendix & Rectum	36,601	30	375	2,532	10,994	22,670
Malignant Neoplasm of Prostate	36,448	11	11	236	6,738	29,452
Diseases of Pancreas	36,344	835	8,252	11,768	9,150	6,339
Hypertensive Heart Disease	36,277	48	654	4,196	11,981	19,398
Bursitis & Synovitis	35,601	4,505	5,829	9,743	10,909	4,615
Vertebral Fracture	35,176	4,241	6,834	4,255	6,130	13,716

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	0 - 34	35 - 49	50 - 64	65+
Signs & Sympts. Referable to Upper GI Tract	35,056	6,017	6,428	6,620	7,255	8,736
Misc. Congenital Anomalies of Musculoskel. Sys. & Generalized Congenital Anomalies	34,796	15,579	7,922	5,525	4,125	1,645
Benign Neoplasm of Breast	34,595	6,246	14,897	8,448	3,425	1,579
Other Peptic Ulcer, Complicated	34,593	777	4,553	7,270	10,812	11,181
Fracture of Humerus	34,470	12,432	2,990	2,461	5,054	11,533
Arterial Embolism & Thrombosis, Gangrene	34,433	434	978	3,229	11,678	18,114
Malignant Neoplasm of Bladder	34,008	32	220	1,708	9,358	21,790
Emphysema	33,589	89	311	2,358	12,025	18,806
Renal Calculus	33,018	809	7,235	9,427	10,094	5,453
Misc. Diseases of Eye	32,005	5,115	3,560	5,594	8,348	9,388
Signs & Sympts. Referable to Female Genitalia	31,611	1,905	20,444	6,062	2,075	1,125
Misc. Schizophrenia	31,391	2,784	15,299	8,339	4,094	877
Derangemt & Displacmt of Intervertebral Disc, Except Lumbar	31,027	375	5,056	12,903	10,053	2,640
Benign Neoplasm of Female Genitalia, Except Uterus, Vagina & Vulva	30,476	4,125	14,753	6,714	3,233	1,651
Rheumatoid Arthritis	30,331	1,931	2,376	5,297	11,546	9,181
Headache	30,277	5,253	10,632	7,576	4,789	2,027
Phimosis	30,148	16,076	6,997	3,434	2,153	1,480
Pulmonary Embolism	29,833	278	3,742	6,171	9,297	10,345

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Anemia Except Iron Def. & Sickle Cell	29,822	3,390	2,247	2,906	5,446	15,833
Other Inflammation of Ear & Mastoid	29,738	10,573	3,393	4,283	6,041	5,448
Misc. Viral Diseases	29,651	13,921	5,837	3,176	3,267	3,450
Burn	29,397	11,905	7,527	4,526	3,353	2,086
Lymphatic & Hematopoietic Neoplasm Exc. Hodgkin's disease & leukemia	29,316	998	1,449	3,342	9,989	13,538
Gastric Ulcer Without Complications	29,307	479	3,000	7,103	10,019	8,706
Misc. Diseases of Heart	29,256	1,244	3,428	6,229	9,879	8,476
Vertebrogenic Pain Syndrome	28,817	467	6,028	10,406	8,354	3,562
Pilonidal Cyst	28,756	9,211	16,286	2,545	624	90
Misc. Kidney Infection	28,250	4,972	7,309	4,531	5,161	6,277
Alcoholic Mental Disorder	28,119	2,356	5,351	9,267	8,450	2,695
Misc. Disease of Kidney & Ureter	28,015	7,743	4,649	4,594	5,866	5,163
Misc. Compl. of Pregnancy	27,639	4,833	20,969	1,818	19	
Misc. Diseases of Liver	27,540	1,830	4,850	5,952	9,021	5,887
Epilepsy	27,185	8,475	6,672	4,837	4,200	3,001
Misc. Neuroses & Personality Disorders	26,375	4,572	11,785	5,958	2,929	1,131
Chronic Rheumatic Heart Disease	25,366	778	2,299	5,498	9,996	7,295
Benign Neoplasm of Digestive System	25,440	1,238	1,621	3,802	9,098	9,681
Misc. Nephritis & Functional Disorders	25,293	2,211	3,035	4,204	7,348	8,495
Misc. Diseases of Ear	25,190	6,546	4,698	5,314	5,494	3,138

Diagnosis Group	No. of Patients	Age Groups				
		0 - 19	0 - 34	35 - 49	50 - 64	65+
Benign Neoplasm of Uterus Except Fibroma	25,187	310	4,049	9,526	8,806	2,496
Dis. of Stom. & Duod. Except Ulcer & Inflam.	24,470	3,405	4,946	5,468	5,563	5,088
Benign Neoplasms of Skin, Blood Vessels & Misc. Cardiovascular Structures	34,362	8,849	4,729	3,998	4,244	2,542
Other Femoral Fracture	24,074	11,382	4,017	1,664	2,019	4,992
Malignant Neoplasm of Corpus Uteri	24,074	4	337	2,476	12,524	8,403
Carcinoma In Situ of Cervix	23,719	187	12,546	7,186	2,682	1,118
Fracture of Ribs, Sternum & Larynx	23,632	1,279	3,150	4,358	6,169	8,676
Malignant Neoplasm of Skin Including Scrotum	23,362	191	1,336	3,645	7,404	10,786
Intracranial Injury Except Concussion	23,212	10,307	5,438	2,636	2,373	2,458
Misc. Fractures of Upper Extremity	22,654	6,731	7,519	3,523	2,696	2,185
Misc. Major Affective Disorders	22,633	721	5,781	6,369	6,022	3,739
Laceration & Open Wound of Lower Limb	22,144	9,140	6,642	2,931	2,061	1,370
Misc. Diseases of Veins & Circulatory Sys.	22,120	1,331	4,692	3,849	5,703	6,545
Other Arthritis	21,899	2,248	3,243	4,161	5,927	6,320
Laennec's Cirrhosis	20,967	42	1,525	6,794	9,119	3,487
Diabetic Acidosis or Coma	20,896	5,706	5,118	3,214	3,487	3,371
Diseases of Prostate Except Hypertrophy	20,770	743	4,688	5,511	6,037	3,791
Signs & Sympts. Refer. to Resp. Sys. Except Epistaxis	20,629	2,942	3,676	4,076	5,403	4,532
Misc. Diseases of Breast	20,426	3,443	6,360	4,330	3,928	2,365

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>0 - 19</u>	<u>Age Groups</u>			
			<u>0 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Adverse Effect of Nonmedicinal Substance	20,077	10,302	4,002	2,617	1,993	1,163
Acute Appendicitis with Peritonitis	19,853	8,092	3,771	2,787	3,046	2,157
Misc. Mental Disorders	18,237	5,491	5,855	3,991	2,406	1,494
Misc. Congenital Anomalies of Genitourinary Sys	19,210	8,259	4,418	2,457	2,480	1,596
Inf. Diseases of Vulva, Vagina & Uterus Except Cervix	19,198	2,958	10,317	3,849	1,353	721
Iron Deficiency Anemia	19,190	2,058	1,491	2,880	3,468	9,293
Misc. Diseases of Arteries	18,786	495	1,260	2,586	6,170	8,275
Other Dislocation	18,636	4,760	5,486	2,993	2,743	2,654
Internal Derangmt of Joint Except Knee	18,574	2,824	7,233	4,703	2,824	990
Acute Pyelonephritis	18,550	3,838	5,329	2,479	2,782	4,122
Misc. Infecs. of Skin & Subcut. Tissue	18,316	5,701	3,406	2,947	3,307	2,953
Preecerebral Occlusion	18,034	31	127	1,140	7,237	9,499
Viral Hepatitis	18,018	4,617	8,380	2,441	1,633	947
Mesenteric Adenitis	17,923	14,331	2,936	432	167	57
Chronic Org. Brain Syndrome	17,765	196	420	551	2,311	14,287
Malig. Neop. of Buccal Cav., Pharynx & Esoph.	17,755	135	364	1,834	7,434	7,988
Internal Injury Except Chest	17,663	7,001	6,188	2,347	1,365	762
Epistaxis	17,461	1,518	1,361	2,617	5,718	6,247
Convergent Strabismus	17,380	15,581	1,027	419	205	148
Misc. Diseases of Male Genital Organs	17,072	4,984	4,240	3,206	3,100	1,542

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	20 - 34	35 - 49	50 - 64	65+
Malig. Neoplasm of Rectum & Rectosigmoid Junc.	16,837	12	154	1,290	5,447	9,934
Dis. of Endoc. Glands Except Thyroid, Ovary & Diabetes Mellitis.	16,830	2,455	4,048	3,851	3,718	2,758
Pelvic Fracture	16,771	2,676	2,479	1,433	2,174	8,009
Paranoid Schizophrenia	16,704	1,111	8,136	4,858	2,159	440
Other Lacerations of Trunk	16,658	4,516	7,392	2,901	1,347	502
Misc. Alcoholism	16,641	382	3,488	6,538	4,979	1,254
Misc. Metabolic Disorders	16,378	1,748	2,159	3,650	4,739	4,082
Threatened Abortion	16,336	2,791	12,693	848	4	
Neoplasm Unspecified as to Behavior	16,125	1,388	2,153	2,943	4,492	5,149
Sacroiliac Joint Disorder	14,629	372	4,727	5,567	3,121	842
Other Malig. Neoplasm of Cervix	14,441	28	2,134	4,169	4,709	3,401
Compl. Hernia of Abd. Cavity, Except Inguinal	14,240	668	1,060	2,611	4,157	5,744
Diseases of Bile Ducts	14,165	208	1,466	2,010	3,607	6,874
Viral Diseases with Exanthem	14,157	6,240	1,090	620	1,694	4,513
Obsvition Without Need for Further Med. Care	13,879	3,832	2,893	2,398	2,835	1,921
Gastric Ulcer, Complicated	13,876	160	892	2,248	4,508	6,068
Hydrocele	13,821	4,457	1,390	1,872	3,785	2,377
Congenital Anomaly of Heart & Circ. Sys.	13,784	8,184	2,185	1,464	1,307	644
Sebaceous Cyst	13,430	2,878	3,480	2,989	2,912	1,171
Viral Warts	13,240	3,629	6,804	1,765	802	240

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	20 - 34	35 - 49	50 - 64	65+
Misc. Psychoses	13,191	808	3,459	3,016	3,252	2,656
Psychophysiologic Disorder	12,985	2,214	3,852	3,516	2,307	1,096
Malig. Neoplasm of Abd. Cav. Exc. Intst. Trac	12,756	140	207	1,021	4,438	6,950
Orchitis and Epididymitis	12,492	1,835	3,217	2,404	2,797	2,239
Adverse Affect of Other Sedatives & Hypnotism	12,081	3,181	4,114	2,295	1,465	1,027
Perinatal Conditions	11,988	11,988				
Spontaneous Pneumothorax	11,690	1,507	5,009	2,082	1,687	1,405
Inguinal Hernia, Complicated	11,622	2,620	844	1,082	2,441	4,635
Other Complicated Diabetes Mellitus	11,607	274	1,373	1,968	4,037	3,955
Diseases of Hematopoietic Sys. Except Anemia and Hemophilia	11,535	3,293	1,853	1,623	2,266	2,500
Aortic Aneurysm	11,457	13	61	220	3,377	7,786
Ectopic Pregnancy	11,400	935	9,365	1,099	1	
Detachment of Retina	11,113	584	924	1,127	4,359	4,119
Congenital Anomaly of Eye, Ear, Face & Neck	11,081	7,364	1,423	847	868	579
Adverse Effect of Analgesics	11,017	4,143	3,843	1,309	863	859
Divergent Strabismus	11,010	7,762	1,807	811	428	202
Otosclerosis	10,900	309	1,867	3,500	3,838	1,386
Puerperal Complication	10,639	1,749	8,373	509	8	
Skull Vault Fracture	10,569	6,820	1,645	891	726	487

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	20 - 34	35 - 49	50 - 64	65+
Urinary Calculus Except Kidney & Ureter	10,381	327	2,145	2,457	2,758	2,694
Undescended Testicle	10,309	9,225	792	198	69	25
Infectious Mononucleosis	10,094	6,850	2,735	375	109	25
Benign Neoplasm of Thyroid	9,941	465	2,719	3,041	2,748	968
Leukemia Except Lymphocytic	9,888	1,060	1,051	1,411	2,501	3,865
Malig. Neop. of Resp. Sys. Exc. Bronchus & Lung	9,823	83	169	1,108	4,305	4,158
Paralysis Agitans	9,801	16	41	286	2,141	7,317
Other Adjustment Reactions	9,641	1,374	4,672	2,263	901	431
Fractures of Other Bones	9,575	2,687	2,538	1,324	1,252	1,774
Malignant Neoplasm of Ovary	9,525	113	471	1,711	4,065	3,165
Nasal Polyp	9,223	866	1,623	2,188	2,882	1,664
Hypertensive Disorders of Preg. & the Puerperium	9,172	2,215	6,360	594	3	
Inflammatory Diseases of Central Nervous Sys.	9,133	5,006	1,210	1,219	1,130	568
Diseases of Appendix Exc. Acute Appendicitis	9,006	4,440	2,969	835	487	275
Cong. anomaly of Resp. Sys. & of Digestive Sys. Except Cleft Palate and Pyloric Stenosis	8,885	5,157	1,406	894	787	641
Malignant Neoplasm of Stomach	8,835	3	96	679	2,633	5,424
Lymphatic Dis. Exc. Acute Lymphadenitis and Mesenteric Adenitis	8,770	3,734	1,919	1,129	1,133	855
Obesity of Nonendocrine Origin	8,650	776	3,145	2,708	1,555	577
Misc. Adverse Effects	8,650	1,929	1,609	1,330	1,869	1,913
Contusion of Eye & Orbit	8,616	5,082	1,842	890	444	360

Diagnosis Group	# of Patients	Age Groups				
		0 - 19	20 - 34	35 - 49	50 - 64	65+
Osteomyelitis	8,557	1,973	1,575	1,540	2,042	1,427
Other Glaucoma	8,547	261	441	873	2,479	4,493
Multiple Sclerosis	8,434	160	2,650	3,154	2,064	406
Malig. Neoplasm of Kidney & Other Urinary Organs	8,379	300	105	935	3,157	3,822
Septicemia	8,375	2,341	775	661	1,333	3,265
Hodgkin's Disease	8,275	930	3,035	1,477	1,674	1,159
Avitaminosis and Nutritional Disorders	7,808	1,713	699	1,059	1,562	2,775
Hyperemesis Gravidarum	7,727	1,725	5,824	177	1	
Diffuse Diseases of Connective Tissue	7,691	678	1,752	1,993	2,141	1,127
Benign Neoplasm of Buccal Cavity & Pharynx	7,683	802	1,392	1,664	2,284	1,541
Chronic Glomerulonephritis & Nephrotic Synd.	7,621	2,216	1,499	1,271	1,534	1,101
Injury to Nerve & Spinal Cord	7,616	1,901	2,925	1,456	904	430
Sciatica	7,473	100	1,319	2,239	2,177	1,638
Acute Organic Brain Syndrome	7,373	443	980	884	1,460	3,606
Fracture of Base of Skull	7,246	3,828	1,555	782	618	463
Other Hemorrhage of Pregnancy	7,227	1,226	5,478	516	7	
Laceration or Enucleation of Eye	7,178	3,424	1,862	953	567	372
Lymphocytic Leukemia	7,120	2,046	300	300	1,459	3,015
Internal Injury to Thoracic Region	7,009	1,499	2,548	1,346	1,020	596
Malignant Neoplasm of Bone & Connective Tissue	6,747	956	733	909	1,781	2,368

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Sickle Cell Anemia & Thait	6,739	2,534	3,342	668	138	57
Complication of Medical Care Except Drugs	6,503	950	3,369	1,013	625	546
Noninfectious Gastroenteritis	6,483	2,121	1,293	878	994	1,197
Laryngeal Polyp	6,371	300	1,044	1,952	2,334	741
Poliomyelitis & Other Enteroviral Diseases of Central Nervous System	6,138	3,299	1,895	526	273	145
Acute Glaucoma	6,102	38	104	523	1,958	3,479
Adjustment Reaction of Adolescence	5,924	5,924				
Involuntional Melancholia	5,844	6	42	1,285	2,917	1,594
Misc. Infective & Parasitic Diseases	5,770	607	2,513	1,463	864	323
Respiratory Tuberculosis	5,750	309	902	1,328	1,620	1,591
Benign Neoplasm of Vagina & Vulva	5,699	375	2,546	1,656	828	284
Streptococcal Sore Throat and Scarlet Fever	5,576	3,642	1,166	362	246	160
Acute Schizophrenic Episode	5,534	1,026	3,012	1,065	367	64
Benign Neoplasm of Urinary Origin	5,189	150	736	814	1,563	1,926
Malignant Neoplasm of Brain	4,824	661	537	931	1,655	1,040
Ovarian Dysfunction	4,698	637	3,682	327	39	13
Malignant Neoplasm of Endocrine Glands	4,643	250	1,208	1,095	1,137	953
Inflammation of the Lacrimal Tract	4,529	2,262	328	351	599	989
Benign Neoplasm of Resp. System	4,510	738	628	917	1,388	839
Rheumatic Fever, Active	4,383	1,724	663	602	809	585

<u>Diagnosis Group</u>	<u># of Patients</u>	<u>Age Groups</u>				
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>
Opiate Dependence	4,347	369	3,327	490	111	50
Cleft Palate & Lip	4,274	4,022	183	53	13	3
Mycoses	4,270	916	841	891	973	648
Syphilis & Other Venereal Diseases	4,227	1,160	1,824	403	386	454
Other Strabismus	4,151	2,264	528	401	533	425
Drug Dependence Except Opiate	3,687	919	1,735	539	336	158
Postabortal Complication	3,631	948	2,411	269	3	
Subarachnoid Hemorrhage	3,490	123	484	916	1,179	788
Malignant Neoplasm of Other Female Genital Orgs.	3,414	71	301	479	982	1,581
Sprain or Strain of Knee & Leg	3,307	809	848	468	515	667
Misc. Bacterial Diseases	3,224	1,902	380	265	338	339
Benign Neoplasm of Central Nervous Sys.	3,196	182	395	715	1,145	759
Congenital Pyloric Stenosis	2,930	2,930				
Malig. Neoplasm of Male Genitalia Except Prostate and Scrotum	2,928	191	1,268	615	448	406
Congenital Anomaly of Nervous Sys.	2,870	2,274	273	165	103	55
Signs & Symps. Referable to Male Genitalia	2,859	161	1,554	610	394	140
Congenital Urethral Stenosis	2,736	2,560	107	35	20	14
Drug Induced Mental Disorder	2,696	505	959	449	451	332
Dislocation of Knee	2,684	1,159	948	309	167	101
Vertebral Fracture with Cord Injury	2,587	445	693	398	388	663

COMPETENCY 2

Identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcers or biliary disease and cirrhosis and relate to the nursing process.

NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS

<u>Disease Process</u>	<u>Rank Order</u>	<u>0 - 19</u>	<u>20 - 24</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	<u>Total</u>
*Diseases of Gallbladder	3	4,914	51,247	57,932	72,181	59,255	245,529
Gastritis and Duodenitis	24	11,570	24,603	26,127	23,140	16,548	101,988
*Peptic Ulcer Without Complications	52	3,216	13,824	20,132	20,263	12,935	70,370
*Alcoholic Addiction	88	371	8,543	16,980	13,764	3,428	43,086
Other Peptic Ulcer Complications	106	777	4,553	7,270	10,812	11,181	34,593
Gastric Ulcer Without Complications	126	479	3,000	7,193	10,019	8,706	29,307
Diseases of Bile Ducts	193	208	1,466	2,010	3,607	6,874	14,165
Gastric Ulcer Complicated	196	160	892	2,248	4,508	6,068	13,876

COMPETENCY 3

Identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.

Disease Process	Rank Order	NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS					Total
		0 - 19	20 - 34	35 - 49	50 - 64	65+	
<u>*Acute Infections</u>							
*Pneumonia	4	95,055	20,544	22,065	36,581	67,491	241,736
*Acute URI	15	93,679	12,072	6,575	7,235	8,649	128,210
Acute Bronchitis	31	43,216	7,613	9,177	15,152	18,994	94,152
Influenza	92	6,409	6,025	5,094	7,799	12,466	37,793
Spontaneous Pneumo-thorax	206	1,507	5,009	2,082	1,687	1,405	11,690
<u>*Chronic Infections</u>							
Chronic Bronchitis	45	22,719	6,702	10,397	19,480	20,888	80,186
Asthma	49	26,965	8,675	10,352	14,213	11,215	71,420
Deviated Nasal Septum	73	10,396	22,459	11,504	6,465	1,183	52,007
Emphysema	110	89	311	2,358	12,025	18,806	33,589
Pulmonary Embolism	120	278	3,742	6,171	9,297	10,345	29,833

COMPETENCY 4

Identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fracture, amputation or arthritis and relates to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Fractures							
Upper End of Femur	46	2,511	1,806	2,466	9,496	60,436	76,715
Misc. of Lower Extremity	70	8,492	13,335	10,559	12,065	9,245	53,696
*Radius and Ulna	72	22,906	7,296	5,392	8,054	9,313	52,961
*Tibia and Fibula	80	16,207	11,198	7,487	6,908	5,433	47,253
Facial Bone	87	15,197	16,641	6,419	3,252	2,303	43,812
Vertebral Fracture	102	4,241	6,834	4,255	6,130	13,716	35,176
*Humerus	107	12,432	2,990	2,461	5,054	11,533	34,470
Ribs, Sternum, Larynx	148	1,279	3,150	4,358	6,169	8,676	23,632
Miscellaneous Upper Extremity	151	6,731	7,519	3,523	2,686	2,185	22,654
*Pelvic Fracture	183	2,676	2,479	1,433	2,174	8,009	16,771
Skull Vault	219	6,820	1,645	891	726	487	10,569
Base of Skull	255	3,828	1,555	782	618	463	7,246
Vertebral With Cord Injury	313	2,587	445	693	398	388	2,587
Amputation							

COMPETENCY 4 (continued)

NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS

<u>Disease Process</u>	<u>Rank Order</u>	<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	<u>Total</u>
Arthritis							
*Osteo	41	307	2,468	11,904	30,318	41,116	86,113
*Rheumatoid	117	1,931	2,376	5,297	11,546	9,181	30,331
Other							
*Gouty	155	2,248	3,243	4,161	5,923	6,320	21,899

COMPETENCY 5

Identify at a level of 80% mastery how interference with metabolism affects variations in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus, thyroid gland dysfunction, pituitary and adrenal dysfunction and relates to the nursing process and nursing care.

NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS

<u>Disease Process</u>	<u>Rank Order</u>	<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	<u>Total</u>
Diabetes Mellitus	13	7,582	12,422	22,594	43,297	48,050	133,950
Thyroid Gland Dysfunction	94	2,424	8,648	9,843	10,331	6,118	37,364
Diabetic Acidosis or Coma	157	5,706	5,118	3,214	3,487	3,371	20,896
Other Complications							
Diabetes Mellitus	209	274	1,373	1,968	-	-	11,607
*Acromegaly							
*Addison's Disease							
*Cushing's Syndrome							

NURSING III - COMPETENCY 1

Interpret at a level of 80% mastery the conceptual basis for maternity care as this relates to the nursing process and plan of care.

COMPETENCY 2

Summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Spontaneous Abortion	28	16,452	72,453	10,123	37	0	99,065
False Labor	51	16,388	51,443	2,879	9	0	70,719
Misc. Complications of Pregnancy	134						27,639
Threatened Abortion	188						16,336
Ectopic Pregnancy	212	935	9,365	1,099	1	0	11,400
Hypertensive Disorders of Pregnancy and the Puerperium	231	2,215	6,360	594	3	0	9,172
Hyperemesis Gravidarium	248	1,725	5,824	177	1	0	7,727

COMPETENCY 3

Identify at a level of 80% mastery the relationship of theories of development, theories of family structures, and the developmental assessment of the infant, toddler, preschooler, school-aged child and the adolescent to the nursing process and plan of care.

COMPETENCY 4

Identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.

*Failure to Thrive - Not Included in PAS.

*Child Abuse - Not Included in PAS.

COMPETENCY 5

Assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Newborn							778,168
*Phenylketonuria							
*Physiological Jaundice							
*Retrolental Fibroplasia							
*Hyperbilirubinemia							
*Ophthalmia Neonatorum							
Thrush							
*Hemolytic Disease of Newborn							

COMPETENCY 6

Identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
*Diabetes Mellitus		7,582	12,422	43,297	48,050	9,293	133,950
Iron Deficiency Anemia	166	2,058	1,491	2,880	3,468	9,293	19,190
*Diabetes Mellitus With Complications	209	274	1,373	1,968	4,037	3,955	11,607
Avitaminosis and Nutritional Disorders	247	1,713	699	1,059	1,562	2,775	7,808
*Rickets							
*Scurvy							
Hypochronic Anemia							
Plumbing (iron deficiency)							
*Celiac Disease							
*Pyloric Stenosis	296	2,930					2,930
*Phenylketonuria							
*Tracheoesophageal Fistula							
*Cystic Fibrosis	314	1,062	232	98			1,392
*Intussusception							
*Megacolon							
*Imperforate Anus							

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COMPETENCY 7

Identify at a level of 80% mastery how the concept of family centered nursing care during the process of labor and delivery relates to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
False Labor	51	16,388	51,443	2,879	9	0	70,719

COMPETENCY 8

Identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Pneumonia	4	95,055	20,544	22,065	36,581	67,491	241,736
Acute Respiratory Infection	15	93,679	12,072	6,575	7,235	8,649	128,210
Acute Bronchitis	31	43,216	7,613	9,177	15,152	18,994	94,152
Chronic Bronchitis	45	22,719	6,702	10,397	19,480	20,888	80,186
*Asthma	49	26,965	8,675	10,352	14,213	11,215	71,420
Influenza	92	6,409	6,025	5,094	7,799	12,466	37,793
Emphysema	110	89	311	2,358	12,025	18,806	33,589
Viral Hepatitis	173	4,617	8,380	2,441	1,633	947	18,018
Viral Disease With Exanthem	194	6,240	1,090	620	1,694	4,513	14,157

NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS

<u>Disease Process</u>	<u>Rank Order</u>	<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	<u>Total</u>
Congenital Anomalies of Heart and Circulatory System	198	8,184	2,185	1,464	1,307	644	13,784
Infectious Mononucleosis	222	6,850	2,735	375	109	25	10,094
*Leukemia	258	2,046	300	300	1,459	3,015	7,120
*Sickle Cell Anemia	261	2,534	3,342	668	138	57	6,739
Poliomyelitis	265	3,299	1,895	526	273	145	6,138
Streptococcal Sore Throat and Scarlet Fever	272	1,026	3,012	1,065	367	64	5,576
*Rheumatic Fever	280	1,724	663	602	809	585	4,383
*Hemophilia	307	1,069	674	116	70	26	1,955
*Laryngotracheobronchitis							
*Croup							
*Hyalin Membrane Disease							
*Eczema							
*Tetrology of Fallot							
*Coarctation of the Aorta							
*Patent Ductus Arteriosus							
*Cooley's Disease							
*Erythroblastosis Fetalis							

COMPETENCY 9

Identify at a level of 80% mastery how the needs of the mother during the postpartal period of pregnancy relate to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Puerperal Complication	217	1,749	8,373	509	8		10,639
*Placental Separation							

COMPETENCY 10

Identify at a level of 80% mastery how the needs of children with long term illness impact on the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
Acquired Musculoskeletal Deformity	95	6,105	7,916	7,265	10,432	5,337	37,055
Epilepsy	136	8,475	6,672	4,837	4,200	3,001	27,185
*Misc. Nephritis and Functional Disorders	140	2,211	3,035	4,204	7,348	8,495	25,293
*Strabismus Convergent	179	15,581	1,027	419	205	148	17,380
*Hydrocephalus	197	4,457	1,330	1,872	3,785	2,377	13,821
*Strabismus Divergent	216	7,762	1,807	811	428	202	11,010
*Nephrosis	251	2,216	1,499	1,271	1,534	1,101	7,621
*Cleft Lip and Palate	282	4,022	183	53	13	3	4,274
*Other Strabismus	285	2,264	528	401	533	425	4,151

NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS

<u>Disease Process</u>	<u>Rank Order</u>	<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	<u>Total</u>
*Clubfoot	293	2,780	190	71	57	16	3,114
*Mental Retardation	305	890	810	298	177	57	2,232
*Retrolental Fibroplasia							
*Spina Bifida Occulta							
*Meningocele							
*Meningomyelocele							
*Cerebral Palsy							
*Down's Syndrome							
*Congenital Dislocated Hip							
*Scoliosis							
*Torticollis							
*Legg Perthes Disease							
*Glomerulonephritis							
Hypospadias							

COMPETENCY 11

Assess at a level of 80% mastery the needs of the antepartum, intrapartum and postpartum in relation to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
*Heart Disease							
*Diabetes							
*Syphilis and Gonorrhea	284	1,160	1,824	403	386	454	4,227

COMPETENCY 12

Identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
*Autism							
*Marasmus							
Depressive Neurosis	40	5,682	31,316	25,248	15,669	8,527	86,442
Anxiety Neurosis	86	3,438	14,262	13,313	9,044	4,632	44,689
*Miscellaneous Schizophrenia	114	2,784	15,299	8,339	4,092	877	31,391
Alcoholic Mental Disorder	132	2,356	5,351	9,267	8,450	2,695	28,119
*Acute Schizophrenic Episode	273	1,026	3,012	1,065	367	64	5,534
*Childhood Psychosis	324	144					144

de la Tourettes' Syndrome

NURSING IV - COMPETENCY 1

Identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
*Depressive Neuroses	40	5,682	31,316	25,248	15,669	8,527	86,442
Anxiety Neurosis	86	3,438	14,262	13,313	9,004	4,632	44,689
*Miscellaneous Schizophrenia	114	2,784	15,299	8,339	4,092	877	31,391
Alcoholic Mental Disorder	132	2,356	5,351	9,267	8,450	2,695	28,119
Paranoid Schizophrenia	164	1,111	8,136	4,858	2,159	440	16,704
*Involutional Melancholia	268	6	42	1,285	2,917	1,594	5,584
*Acute Schizophrenia Episode	273	1,026	3,012	1,065	367	64	5,534

COMPETENCY 2

Identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.

<u>Disease Process</u>	<u>Rank Order</u>	<u>NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS</u>					<u>Total</u>
		<u>0 - 19</u>	<u>20 - 34</u>	<u>35 - 49</u>	<u>50 - 64</u>	<u>65+</u>	
*Renal Failure							
*Burns	124	11,905	7,527	4,526	3,353	2,086	29,397

COMPETENCY 3

Identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.

Disease Process	Rank Order	NUMBER OF HOSPITAL ADMISSIONS BY AGE GROUPS					Total
		0 - 19	20 - 34	35 - 49	50 - 64	65+	
*Patient With Malignant Changes							
*Cancer of Breast	61	38	1,769	12,684	23,191	21,867	59,549
Cancer of Bronchus and Lung	71	52	275	5,733	23,138	23,834	53,032
*Cancer of Large Intestine	97	30	375	2,532	10,994	22,670	36,601
Cancer of Prostate	98	11	11	236	6,738	29,452	36,448
Cancer of Bladder	109	32	220	1,708	9,358	22,690	34,008
Cancer of Corpus Uteri	146	4	337	2,476	12,524	8,403	23,744
Carcinoma in Situ of Cervix	147	187	12,546	7,186	2,682	1,118	23,719
Cancer of Skin Including Scrotum	149	191	1,336	3,645	7,404	10,786	23,362
Cancer of Buccal Cavity, Pharynx and Esophagus	176	135	364	1,834	7,434	7,988	17,755
Cancer of Rectum and Rectosigmoid Junction	181	12	154	1,290	5,447	9,934	16,837
Cancer of Abdominal Cavity Except Intestinal Tract	203	140	207	1,021	4,438	6,950	12,756
Cancer of Respiratory System Except Bronchus and Lung	225	83	169	1,108	4,305	4,158	9,823

An analysis of the curriculum content reveals that diseases of the genito urinary system; drug addiction as well as hernias and appendicitis are not included in any nursing course. In addition, there is only one reference to disaster nursing (i.e., (1) identify appropriate nursing intervention in an emergency delivery).

The findings of this study support the following recommendations:

RECOMMENDATION I

EVALUATE THE OVERLAPPING
OF CONTENT IN NURSING I,
NURSING II AND NURSING III.

Based on the premise that principles of nursing are taught in nursing courses, it is conceivable that the content of the nursing of children portion of Nursing III could be content under each of the following competencies in either Nursing II, III or IV.

NURSING II

COMPETENCY 1

Identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affect variations in the health continuum for the four adult stages in the life cycle of man resulting in myocardial infarction, congestive heart failure or cardiac arrhythmia and relate to the nursing process and plan of care.

Sickle Cell Anemia

Hemophilia

COMPETENCY 2

Identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and

cirrhosis and relate to the nursing process.

Diabetes Mellitus	Avitaminosis	Scurvey	Phenylketonuria
Iron Deficiency Anemia	Rickets	Celiac Disease	Cystic Fibrosis

COMPETENCY 3

Identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.

Asthma	Laryngotracheobronchitis	Croup
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COMPETENCY 4

Identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variation in the health continuum in the four adult stages in the life cycle of man resulting in fracture, amputation or arthritis and relates to the nursing process and plan of care.

Scoliosis
Torticollis
Gilles de la Tourette's Syndrome

COMPETENCY 5

Identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus, thyroid gland dysfunction, pituitary and adrenal dysfunction and relates to the nursing process and nursing care.

Diabetes Mellitus

NURSING IIICOMPETENCY 5

Assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.

Pyloric Stenosis

Tracheoesophageal Fistula

Intussusception

Megacolon

Imperforate Anus

Hyaline Membrane Disease

Eczema

Tetrology of Fallot

Coarctation of aorta

Patent Ductus Arteriosus

Cooley's Anemia

Erythroblastosis Fetalis

Cleft Lip and Palate

Clubfoot

Hydrocele

Retrolental Fibroplasia

Spina Bifida Occulta

Meningocele

Meningomyocele

Cerebral Palsy

Congenital Dislocated Hip

Hypospadias

NURSING IVCOMPETENCY 1

Identify at a level of 80% mastery the needs of adults with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).

Autism

Mental Retardation

Childhood Psychosis

Marasmus

Down's Syndrome

COMPETENCY 2

Identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.

Nephrosis

Glomerulonephritis

COMPETENCY 3

Identify at a level of 80% mastery how oncological problems relate to the nursing process and plan of care.

Leukemia

COMPETENCY 5

Identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury relate to the nursing process and plan of care.

Epilepsy

COMPETENCY 6

Identify at a level of 80% mastery how sensory deprivation resulting from

impaired vision or a hearing deficit relate to the nursing process and plan of care.

Strabismus

RECOMMENDATION II

ASSESS THE OMITTED CONTENT FROM THE NURSING COURSES AS IDENTIFIED IN A REVIEW OF COMMONLY OCCURRING DISEASES REPORTED BY PAS.

Key content has been omitted from the nursing courses. The genito urinary diseases (873,544), drug addiction (10,730), hernia (207,563),

appendicitis (85,235), hypertrophy of the tonsils and adenoids (321,648) constitute a total of 1,311,913 hospital admissions or approximately 11% of all hospital admissions. A competency should be identified for each of these disease entities and included as content of either Nursing II or Nursing IV. It is evident that diseases accounting for almost 11% of hospital admissions should be a part of the curriculum.

RECOMMENDATION III

IDENTIFY THAT PORTION OF EACH NURSING COURSE CONTENT THAT RELATES TO DISASTER NURSING.

With the exception of one reference, disaster nursing content has been omitted from the nursing course content. In Nursing III, one

educational objective states "identify appropriate nursing intervention in an emergency delivery" which can be broadly interpreted as alluding to disaster nursing. Outlines submitted to the State Board of Nurse Examiners indicate one unit in Nursing IV on disaster nursing. Nursing faculty minutes (Appendix B, attached) indicate that disaster nursing would cease to exist as a unit of Nursing IV but would be intergrated into the nursing courses effective September, 1976. It is evident that this pertinent content has been omitted from nursing course content.

RECOMMENDATION IV

ACCEPT AS IS OR MODIFY
COMPETENCIES IDENTIFIED FOR
THE NURSING CURRICULUM AND
THE NURSING COURSES.

The competencies the learner is expected to master have been identified based on the modules being used in the nursing program.

The expected level of mastery has been identified. The learning experiences which should lead to the mastery of the competency by the student are listed under the appropriate competency. The faculty must constantly evaluate and revise the program of study in relation to the medical-technological changes that continually occur.

The competencies identified for the Nursing Program and for each nursing course are:

After completion of this nursing program, the graduate will:

1. function as a competent beginning practitioner of nursing for the purpose of assisting individuals of all ages to maintain optimum health and/or cope with stresses arising from common biophysical and psychosocial health problems.
2. utilize the components of the nursing process (i.e., assess, plan, implement, evaluate) in planning care for assigned patients.
3. demonstrate an understanding of the physiological and psychological components of illness by therapeutic intervention.
4. apply principles of physical, biological, social and behavioral sciences in nursing intervention.
5. perform selected tasks related to patient care including basic and complex nursing skills.
6. provide direction and guidance to other health workers in selected aspects of patient care.
7. maintain adequate, accurate records of patient care rendered.

NURSING I

1. Identify at a level of 80% mastery the three fundamental concepts (interpersonal relationships in nursing; the nursing process and law and its relationship to nursing) as these influence nursing practice.

2. Identify at a level of 80% mastery the health maintenance needs of holistic man as these impact on nursing.
3. Identify at a level of 80% mastery the concepts of homeostasis and adaptation as these effect variations in the health continuum for individuals in each of the eight stages in the life cycle of man and the nursing plan.
4. Identify at a level of 80% mastery the physiological needs (rest/activity; cardiovascular integrity; and need for elimination) of holistic man as these relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery the physiological and psychological behavior alterations that occur pre- and post-operatively to individuals undergoing surgery as these relate to the nursing process and plan of care.
6. Identify with 100% mastery the maximum and minimum dosage, route of administration, effects of drug locally and systemically, contraindications and side effects of major therapeutic pharmacological agents commonly administered, as these relate to the nursing plan of care.

A. Clinical Laboratory Competencies

1. develop a plan of care for assigned patient based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care.
2. implement a nursing plan of care for assigned patients providing safe, comfortable, effective nursing care.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care for a patient being treated surgically.
4. complete satisfactorily the following nursing skills based on "Performance Practicum" lists by:
 - a. taking the temperature
 - b. counting the pulse (radial)
 - c. taking the respiration
 - d. taking the blood pressure
 - e. counting the pulse (apical/radial)
 - f. making an occupied bed
 - g. making an unoccupied bed
 - h. completing a bed bath for an assigned patient
 - i. completing oral care for an assigned patient
 - j. providing denture care for an assigned patient
 - k. assisting an assigned patient in placement of a bedpan and a urinal
 - l. moving a helpless patient in bed
 - m. transferring a patient from bed to stretcher

- n. transferring a patient from bed to wheelchair
- o. applying hot and cold applications
- p. applying an ice bag
- q. completing a nutritional survey for an assigned patient
- r. completing an intake-output record
- s. completing a nasogastric tube irrigation
- t. inserting a rectal tube
- u. administering an enema
- v. inserting a urinary catheter
- w. irrigating a foley catheter
- x. testing for ketone bodies in the urine
- y. testing for sugar in the urine
- z. completing a surgical scrub
- aa. donning a sterile gown using a self-gowning technique
- bb. donning sterile gloves using a self-gloving technique
- cc. changing surgical dressings using sterile technique
- dd. administering medications to assigned patients:
 - 1) topically
 - 2) orally
 - 3) by instillation of drops
 - 4) by subcutaneous injection
 - 5) by intramuscular injection
 - 6) by intradermal injection

NURSING II

1. Identify at a level of 80% mastery how inadequate transportation of nutrients to and from the cells of the body affects variations in the health continuum of the four adult stages in the life cycle of man resulting in coronary artery disease; congestive heart failure or cardiac arrhythmias and relate to the nursing process and plan of care.
2. Identify at a level of 80% mastery how interference with absorption of nutrients affects variations in the health continuum in the four adult stages in the life cycle of man resulting in peptic ulcer or biliary disease and cirrhosis and relate to the nursing process.
3. Identify at a level of 80% mastery how functional impairment resulting from inadequate ventilation affects variations in the health continuum in the four adult stages in the life cycle of man resulting in acute and chronic infections or chronic diseases, and relates to the nursing process and nursing care.
4. Identify at a level of 80% mastery how interference with metabolism affects variation in the health continuum in the four adult stages in the life cycle of man resulting in diabetes mellitus; thyroid gland dysfunction and relates to the nursing process and nursing care.
5. Identify at a level of 80% mastery how failure of integration due to lack of locomotion affects variations in the health continuum in the four adult stages in the life cycle of man resulting in fractures, amputations or arthritis, and relates to the nursing process and plan of care.

A. Clinical Laboratory Competencies

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with inadequate transportation of nutrients to and from the cells, (i.e., coronary artery disease, congestive heart failure and cardiac arrhythmias).
2. implement the plan of care for assigned patient experiencing inadequate transportation of nutrients to and from the cells (evaluate the effectiveness of the plan and make necessary adjustments).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having interference with absorption of nutrients (i.e., peptic ulcer, biliary disease and cirrhosis).
4. implement the plan of care for assigned patients experiencing interference with absorption of nutrients (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with a functional impairment resulting from inadequate ventilation (i.e., acute and chronic infections and chronic diseases).
6. implement the plan of care for assigned patients experiencing functional impairment resulting from inadequate ventilation (evaluate the effectiveness of the plan and made adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having an interference with metabolism (i.e., diabetes mellitus, hyperthyroidism, Addison's disease, Cushing's Syndrome).
8. implement the plan of care for assigned patients experiencing an interference with metabolism (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients having failure of integrations due to lack of locomotion (i.e., fractures, amputation or arthritis).
10. implement the plan of care for assigned patients experiencing failure of integration due to lack of locomotion. (evaluate the effectiveness of the plan and make adjustments as necessary).

11. complete satisfactorily the following nursing skills:

- a. completing catheterization practicum
- b. completing a therapeutic diet survey
- c. demonstrate competence in participating in cardiopulmonary resuscitation techniques
- d. administering a gavage feeding
- e. providing oxygen by use of
 - 1) nasal catheter
 - 2) oxygen tent
 - 3) cannula and mask
- f. positioning patient for postural drainage
- g. demonstrating crutch walking
- h. placing a patient on a circ-O-lectric bed

NURSING III

1. Interpret at a level of 80% mastery the conceptual basis for maternity care as this relates to the nursing process and plan of care.
2. Identify at a level of mastery the relationship of theories of development, theories of family structures, and the developmental assessment of the infant, toddler, preschooler, school-aged child and the adolescent to the nursing process and plan of care.
3. Identify at a level of 80% mastery how situational stressors affecting the infant, toddler, preschooler, school-aged child and the adolescent impact upon the nursing process and plan of care.
4. Summarize at a level of 80% mastery how needs of pregnant families during the prenatal period relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery the nutritional needs and the conditions resulting in altered nutritional needs of the developing child as these relate to the nursing process and plan of care.
6. Identify at a level of 80% mastery how the concept of family-centered maternity care during the process of labor and delivery relates to the nursing process and plan of care.
7. Identify at a level of 80% mastery how functional impairment resulting from altered cellular oxygenation resulting in respiratory and cardiovascular problems, communicable diseases and hemopoietic conditions in children impact on the nursing process and plan of care.
8. Identify at a level of 80% mastery how the needs of the mother during the postpartal period of pregnancy relate to the nursing process and plan of care.
9. Identify at a level of 80% mastery how the needs of children with long-term illness impact on the nursing process and plan of care.

10. Assess at a level of 80% mastery the needs of the neonate in relation to the nursing plan of care.
11. Identify at a level of 80% mastery the needs of children with mental health or psychiatric problems in relation to the nursing process and plan of care.

A. Clinical Laboratory Competencies

1. demonstrate understanding of theories of development by assessing at a level of 80% correct the developmental level of infants, toddlers, preschoolers, school-aged children, and adolescent patient assigned.
2. demonstrate understanding of how infants, toddlers, preschoolers, school-aged children, and adolescents cope with stress situations by assessing at a level of 80% accuracy stressors affecting assigned patients.
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide, safe, comfortable, effective care to antepartal patients.
4. implement the plan of care for assigned antepartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with altered nutritional needs.
6. implement the plan of care for assigned patient with altered nutritional needs (evaluate the effectiveness of the plan and make adjustments as necessary).
7. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to mothers during the process of labor and delivery.
8. implement the plan of care for assigned patient (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with functional impairment resulting from altered cellular oxygenation.
10. implement the plan of care for assigned patient experiencing functional impairment resulting from altered cellular oxygenation (evaluate the effectiveness of the plan and make adjustments as necessary).

11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to postpartal patients.
12. implement the plan of care for assigned postpartal patient (evaluate the effectiveness of the plan and make adjustments as necessary).
13. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children experiencing long-term illness.
14. implement the plan of care for assigned patients experiencing long-term illness (evaluate the effectiveness of the plan and make adjustments as necessary).
15. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to the neonate.
16. implement the plan of care for assigned neonate (evaluate the effectiveness of the plan and make adjustments as necessary).
17. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective care to children with mental health or psychiatric problems.
18. implement the plan of care for assigned patients experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
19. complete satisfactorily the following nursing skills:
 - a. assessing the stage of development of an assigned patient
 - b. checking fetal heart tones
 - c. measuring the frequency, intensity and duration of uterine contractions
 - d. applying a breast binder
 - e. applying a "T" binder
 - f. collecting a sterile urine specimen
 - g. providing umbilical cord care to neonate
 - h. giving crede eye care to neonate
 - i. caring for an infant in an isolette
 - j. administering medications to an infant
 - k. assessing the reflexes of a newborn
 - l. restraining a child with a "mummy" restraint
 - m. expressing mother's milk with a breast pump
 - n. using the Kreiselman infant resuscitator
 - o. weighing a newborn (metric measure)
 - p. participate as a "labor coach"

NURSING IV

1. Identify at a level of 80% mastery the needs of adult with mental health or psychiatric problems in relation to the nursing process and plan of care (i.e., schizophrenia, major affective disorders and neuroses).
2. Identify at a level of 80% mastery how fluid and electrolyte imbalance occurring with renal failure or resulting from severe burns of the body relate to the nursing process and plan of care.
3. Identify at a level of 80% mastery how oncological problems (i.e., malignant tissue changes; cancer of the breast and cancer of the colon) relate to the nursing process and plan of care.
4. Identify at a level of 80% mastery how severe oxygen deprivation resulting from cancer of the larynx and from chest trauma relate to the nursing process and plan of care.
5. Identify at a level of 80% mastery how impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury) relate to the nursing process and plan of care.
6. Identify at a level of 80% mastery how sensory deprivation resulting from impaired vision or a hearing deficit relate to the nursing process and plan of care.

A. Clinical Laboratory Competencies

1. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to adults with mental health or psychiatric problems.
2. implement the plan of care for assigned patient experiencing mental health or psychiatric problems (evaluate the effectiveness of the plan and make adjustments as necessary).
3. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients with fluid and electrolyte imbalance resulting from renal failure or severe body burns.
4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patient with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).

7. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing severe oxygen deprivation resulting from cancer of the larynx and/or chest trauma.
8. implement the plan of care for assigned patients experiencing severe oxygen deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
9. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing impairment of neural regulation (i.e., epilepsy, cerebral vascular accident, brain trauma, brain tumor and/or spinal cord injury).
10. implement the plan of care for assigned patient experiencing impairment of neural regulation (evaluate the effectiveness of the plan and make adjustments as necessary).
11. develop a plan of care based on scientific, psychosocial and nursing principles to provide safe, comfortable, effective nursing care to patients experiencing sensory deprivation resulting from impaired vision (i.e., cataract, glaucoma, or a hearing deficit).
12. implement the plan of care for assigned patient experiencing sensory deprivation (evaluate the effectiveness of the plan and make adjustments as necessary).
13. complete satisfactorily the following nursing skills:
 - a. administer peritoneal dialysis
 - b. instruct patient regarding mastectomy exercises
 - c. demonstrate the use of a breast prosthesis
 - d. irrigate a colostomy
 - e. administer tracheostomy care
 - f. demonstrate the use of the Snellen's chart
 - g. monitor central venous pressure
 - h. maintain water seal drainage

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APPENDIX A

TEST PLAN FOR STATE BOARD TEST POOL EXAMINATION
FOR REGISTERED NURSE LICENSURE
ADOPTED BY THE COMMITTEE ON BLUEPRINT FOR LICENSING EXAMINATIONS OF THE
ANA COUNCIL OF STATE BOARDS OF NURSING

January 1977

The measurable abilities below are not mutually exclusive. A single test item may test subabilities under two or more of the major abilities. The range of percentage of items in each major ability in an Examination is included in parentheses.

- I. Understands the registered nurse's accountability for practice.
(3-4%)
 - A. Range and limitations of functions of nurses, other groups in nursing and other members of health and related disciplines.
 - B. Ethical responsibilities.
 - C. Legal aspects.
 - D. Principles of cooperative action and communication.
 - E. Factors important for professional growth.
 1. Roles and characteristics of nursing organizations.
 2. Authoritative sources of information.
 3. Trends in nursing and related health fields.
 - F. Administrative lines.
- II. Understands principles and knows facts of the natural and biological sciences that are applicable to nursing practice and basic to plans for care.
(7-10%)
 - A. Chemistry and physics.
 - B. Anatomy and physiology.
 - C. Microbiology.
 - D. Nutrition.
- III. Recognizes physical health and understands physical needs throughout the life cycle.
(4-6%)
 - A. Normal physical development.
 - B. Signs of deviations within normal physical health, as differentiated from abnormal.
 - C. Physical needs.
 - D. Nutritional needs.
 - E. Environmental needs.
- IV. Understands principles and knows facts of the social and behavioral sciences that are applicable to nursing practice and basic to plans for care.
(2-4%)
(Exclusive of the abilities included in categories V and VI.)
 - A. Psychology.
 - B. Sociology.
- V. Recognizes mental and emotional health and understands emotional needs through the life cycle.
(7-9%)
 - A. Normal mental and emotional development.
 - B. Signs of deviations within emotional and mental health and of normal adjustment to stress and anxiety, as differentiated from abnormal.
 - C. Mental and emotional needs.
 - D. Behavior in terms of needs; value and effects of self-directed actions; steps toward or away from emotional health; defenses and interpersonal dynamics.
 - E. Effects of interpersonal or other influences and climates on emotional health.

- VI. (10-12%) Understands effective human relations; knows what verbal and nonverbal measures are likely to be helpful to persons under stress, or with specific mental or emotional problems, and is able to use the measures or assist in their use.
- A. Approaches that foster emotional maturation or promote emotional well-being.
 - B. Teaching, motivating, or orienting patients or others.
 - C. Consideration of inherent human rights and of ideas, beliefs and customs.
 - D. Useful verbal responses to meet specific emotional needs of patients or others.
 - E. Measures such as nonverbal responses or referrals to meet mental or emotional needs.
 - F. Priorities in needs of a patient with emotional problems, in terms of choices of care.
- VII. (5-8%) Knows causes, modes of transfer, and incidence of diseases and abnormal conditions and understands methods for their prevention and control.
- A. Causes of, and factors predisposing to, physical and mental diseases and abnormal conditions.
 - B. Transmission of diseases.
 - C. Incidence and relative importance of diseases and health problems.
 - D. Prevention and control of communicable diseases.
 - E. Prevention and control of noncommunicable diseases and conditions.
 - F. Roles and characteristics of organizations and agencies concerned with prevention and control of major health problems and maintenance and improvement of physical and mental health.
- VIII. (11-14%) Knows manifestations of diseases and abnormal conditions, with major emphasis upon those which are common.
- A. Symptoms and course of physical and mental diseases and abnormal conditions.
 - B. Pathology and its relationship to symptoms and progress.
 - C. Prognosis, including knowledge of reasonable goals for patients.
 - D. Complications and sequelae.
- IX. (15-21%) Understands theory of nursing and medical care.
- A. Purposes and effects of measures used: preventive, diagnostic, therapeutic (including diet, drug and other therapies), supportive, and rehabilitative.
 - B. Dangers and toxic or untoward effects of measures used.
 - C. Additional facts and principles related to measures used.
- X. (21-25%) Understands what nursing measures are safe and effective and knows how to carry out or assist with commonly used procedures. (Exclusive of the abilities included in category VI.)
- A. Assessment of patient's needs as a basis for selection of specific measures of care.
 - B. Evaluation of nursing procedures.
 - C. Planning for, implementation of, assistance with: preventive, diagnostic, therapeutic, supportive, and rehabilitative measures.
 - D. Reporting and recording.
 - E. Evaluation of priority of patients' needs based upon possible choices of nursing care.

resulting from renal failure or severe body burns.

4. implement the plan of care for assigned patient experiencing fluid and electrolyte imbalance (evaluate the effectiveness of the plan and make adjustments as necessary).
5. develop a plan of care based on scientific, psychosocial, and nursing principles to provide safe, comfortable, effective nursing care to patient with oncological problems (i.e., malignant tissue changes, cancer of the breast and cancer of the colon).
6. implement the plan of care for assigned patients with oncological problems (evaluate the effectiveness of the plan and make adjustments as necessary).

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